AMERICAN EDUCATION SERIES

GEORGE DRAYTON STRAYER, GENERAL EDITOR

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EVERY TEACHER'S PROBLEMS

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EVERY TEACHER'S PROBLEMS

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EDITOR'S INTRODUCTION

Books dealing with the technic of teaching have almost invariably emphasized the importance of the inductive method. These same books have commonly proposed certain principles based upon psychology, and have sought to indicate the validity of these generalizations by more or less pertinent illustrations; but they have been almost wholly deductive in their method of dealing with the principles of teaching. The author of this book has employed the inductive method in his discussion of every teacher's problems.

The solution of problems has been urged as a method of stimulating the intellectual life of pupils, but the questions appearing in the pedagogical treatises have seldom involved the more difficult situations with which teachers have to deal every day of their professional life. In this book the author proposes many problems that have actually required solution as a part of the day's work. He has so grouped them that one is able to arrive at certain generalizations or statements of principle as a result of thinking through carefully the successful solutions proposed. The book will prove most helpful because of the reality of the issues discussed. It cannot fail to be intellectually stimulating because it is an embodiment of sound pedagogical procedure.

Out of a rich experience in teaching, supervision, and administration Mr. Stark has brought together problems

dealing with the technic of teaching, with discipline, and with social relationships which occur in every teacher's life. The suggestions which grow out of the proposed solution of problems occurring in the classroom are supplemented by discussions of the relation of teachers to supervisors, to parents, to the community, and to the profession in which he serves.

One is convinced as he reads the text that not only are the problems themselves real, but that the solutions proposed and the discussion provided are genuine. Teachers of limited experience will gain much from reading the discussion of their most difficult problems as developed by experienced teachers. Those who have been longer in the profession will find much that is helpful in the varying points of view expressed and in the sane and well-matured conclusions which are presented by the author. No one can read the book sympathetically and fail to respond to the plea which it makes for a higher type of professional service.

GEORGE D. STRAYER.

PREFACE

This book is an attempt to help teachers to acquire a professional attitude toward their work and to grow in professional knowledge and skill. Its distinctive feature is its method of developing principles through the study of concrete situations.

The body of each chapter consists of an account of the active process of solution of typical cases, in which teachers, principals, superintendents, and parents take part. It is hoped that the reader will join the group, answering the arguments presented by the actors in each little educational drama and making his own contribution to the discussion.

Following the development of each series of typical problems, comes an explicit statement of the principles which have appeared implicitly in the course of the solutions. These statements are to be regarded, not as rules to be learned but as suggestions to be studied critically. It would be well for the reader to make his own formulation of principles before reading those given in the book and to use the latter for comparison with the results of his independent thinking.

At the end of each chapter is given a series of problems, taken from various departments of the school, which the reader should work out for himself. He should do this carefully, testing his proposals in the light of his principles, and questioning the soundness of each step in his solution. One problem to which the reader has devoted his

best thought will be more valuable than a dozen treated superficially.

The reader must bear in mind that other solutions are possible besides those suggested. In many cases it is impossible to tell with certainty what is the best solution. The problems as stated do not give the whole situation. Even if a given problem were before us in the form of the actors themselves, instead of a mere verbal statement, we should not have the whole situation unless we knew everything about the people concerned and everything about their environment which might possibly have a bearing on the case. Thus to state the situation completely would be an enormously complicated matter, even if one could have the necessary knowledge. Consequently the solution of a problem will depend partly upon factors which are not stated, but which are assumed by the person who attempts to solve it. If the additional factors assumed by two persons are different, their solutions will be likely to differ. For example, in Problem 5 (page 26), if a person assumes that the teacher of the higher grade has a very strong spirit of service and plenty of endurance, he may regard it as the best plan to promote the boy on trial and let this teacher give him a great deal of individual instruction. On the other hand, if he assumes crowded classes and inexperienced teachers, his solution may be quite different.

Let nobody suppose that all the problems given in this book will be completely solved. Many of them will continue to be problems as long as there are children to be educated and human nature remains complex and variable. But they are all problems which teachers have to face. We shall have to do something about them. If we learn

to deal with them more wisely, regarding our own solutions not as final but as the most promising plans which we can devise with our present knowledge — tentative steps to be tried and improved as we gain more light — we shall be making progress toward a real educational profession.

The author would like to make sincere acknowledgment to those who have helped, but he finds it impracticable to mention them by name. Without doubt those who have contributed most to whatever merit the book may possess are the pupils, teachers, principals, supervisors, and parents with whom the author has worked during the past twenty-odd years, who have taught him many things about human nature, and who have given him constant stimulation, by example or encouragement or challenge, in his efforts to solve his own problems.

CONTENTS

CHAPTER		PAGE
I.	Some Preliminary Trials at Problem Solving Some General Principles	13
II.	Problems of Discipline Rules and Punishments	30
III.	Problems of Discipline Child Nature and Habit Formation	41
IV.	Problems of Discipline The Child's Attitude; Self-Direction; Ideals	57
V.	Problems of Subject Matter Selection of Educational Material; Relation of Subject Matter to Purpose; Making a Course of Study; How to Test the Value of Subject Matter	78
VI.	Problems of Subject Matter Appropriateness of Material for Children of Various Grades; Differentiation of Subject Matter	116
VII.	Problems of Method Relation of Method to Purpose; the Socialized Recitation; the Common Recitation; the Project Method	134
VIII.	Problems Due to Variations in Ability of Pupils Language Handicap; Group Teaching; Rapid Promotions	167
IX.	Problems Involving Economy of Time Distinguishing the Important from the Non-Essential; Efficiency and System; the Value of Planning	186

CHAPTER PAGE

X. PROBLEMS OF HEALTH 212
Hygiene at School and at Home; the Teacher's Responsibility; Coöperation with Parents; the Influence of Example

XI. PROBLEMS OF RELATIONSHIP WITH SUPERVISORS . 229
Purpose of Supervision; the Teacher and the Supervisor; Coöperation

XII. PROBLEMS OF RELATIONSHIP WITH ADMINISTRATIVE OFFICERS 251
Accepting Criticism; Coöperation with Superintendent; Assignment to Posts; Contracts

XIII. PROBLEMS OF RELATIONSHIP WITH OTHER TEACHERS 277
Jealousy and Prejudice; Mutual Help; Teamwork

XIV. PROBLEMS OF RELATIONSHIP WITH PARENTS . . 296
Coöperation; the Face-to-Face Method; the Child Labor Problem; Educating Parents

XV. PROBLEMS OF PROFESSIONAL GROWTH . . . 318
Keeping out of the Ruts; Learning the Trade; the N. E. A.; Making Teaching Respectable

XVI. THE TEACHER AS PROBLEM-SOLVER 351
Recognition of Problems; the Problem Method of Teaching

INDEX 361

EVERY TEACHER'S PROBLEMS

CHAPTER I

SOME PRELIMINARY TRIALS AT PROBLEM SOLVING

Some General Principles

Problem 1. — A boy has been very troublesome in school. He is lazy and often impudent; occasionally plays truant; has given trouble in previous grades. His teacher, Miss A., declares that he is a nuisance and ought to be expelled. The principal takes the case up in teachers' meeting and asks teachers for their views.

Several teachers agree with Miss A. that the boy should be expelled for the good of the school. One asks what is to become of him after expulsion and another replies with some heat that that is "up to his parents"; he has had his chance and thrown it away; the school has no further responsibility.

One teacher says that expulsion will please the boy, that what he needs is something that will hurt him. She thinks he ought to be thrashed soundly. At this Miss B., who has tried several times to speak but has stopped modestly as other more forceful spirits claimed attention, jumps to her feet and, in a voice shaking with excitement, cries out: "He is thrashed unmercifully every day of his life except when he runs away. I had him in my class last year and I know what his home is like."

In response to the principal's inquiry as to what she would advise, Miss B. replies: "I am not sure what is best, but I am sure that thrashing will accomplish absolutely nothing with that boy except to make him more bitter, and I know that if he is turned out of school to run the streets, he will become a criminal in a very short time. It may not be possible to save him. It seems almost impossible to get behind the sullen, silent opposition with which he meets every advance. He apparently is at war with the whole world, and after seeing his home, I can understand this state of mind. Once or twice I succeeded in getting him to respond a little to my efforts to be friendly, and I think that if one could gradually win his confidence and be patient with him, it might be possible to make a man of him."

The principal says: "We have a number of very different opinions. Let us see if we can agree on any factors in the case. The ideas which you have expressed are these:

1. The boy's conduct is a detriment to the school, and he should therefore be expelled.

2. He deserves no consideration because he has shown no appreciation of the opportunities afforded him.

3. The school has no responsibility for his future since he has defied its efforts in his behalf.

4. He should be made to suffer for his transgressions.

5. His behavior seems to be due, in part at least, to his environment outside the school.

6. He is in a fair way to become a menace to the community.

7. There is a possibility of making a good citizen of him through methods adapted to his own peculiar nature.

Let me now propose some questions:

1. If it should prove to be impossible to keep the boy in school without injury to the other pupils, should we be justified in excluding him?"

There is general assent, one teacher remarking: "The greatest good to the greatest number."

2. "Where does our responsibility to the boy and his parents end?"

After some discussion, the teachers agree on the answer: "When we have done everything that we can to help him to make the most of himself."

3. "Has the community any interest in the matter?"

The conclusion is easily reached that it is important for the community that the boy shall become as good a citizen as he is capable of becoming.

4. "Should the treatment of the boy be influenced by a desire to pay him back for the trouble which he has caused or for his insulting behavior toward us?"

All agree that this should not be done, although it would be in accord with one's natural impulse. One teacher suggests that the boy should be regarded as a sick person, an interesting, if exasperating, case and that teachers should look upon his behavior as a symptom of his moral ill-health, in no way humiliating to the physician who is treating him.

5. "Can we use a standard method in dealing with this case?"

There is a chorus of "Noes." Miss B. says: "No two children are alike. We have got to try to understand each one and use the method which will win response. It is the result that counts."

Miss A. then says: "I wish to withdraw my recommendation and try again." This is approved, with the

understanding that if further effort by the teacher and the principal should prove ineffective, the boy should be excluded from school and that, in that case, the principal should try to have him placed in an institution where he could be under proper control without endangering the welfare of others.

PROBLEM 2. — The question arises as to whether a girl in the senior class of the high school shall be allowed to graduate. She has had to repeat a number of subjects and has spent five years in completing the course. She has worked much harder than the average student, but has had great difficulty in meeting the requirements, especially in mathematics and Latin. In household arts courses, her work has been exceptionally good and she has shown so much ability in managing social affairs that she is always made chairman of the class committee in charge of such events. Her final marks are "excellent" in household arts and physical training, "passable" in English and history, and "poor" in Latin.

At a conference of the teachers concerned, the household arts teacher says that the girl is the best that her department has ever turned out; that she will be a great success as a homemaker and will have influence among the people with whom she associates. The history teacher says that, on the basis of marks in recitations and examinations, she would not have passed, but he has no doubt that, in the duties of practical citizenship, she will surpass many of the students of high scholarship. Therefore he has given her a passing mark. The Latin teacher, Miss A., declares that she cannot conscientiously pass this student. The standard of the school must be considered. If pupils are graduated merely because they are good cooks and show desirable moral qualities, the school will lose its reputation for scholarship.

The principal then closes the conference with this statement: "The general consensus of opinion is that Helen is entitled to a diploma, but Miss A. feels that this would be a serious mistake. The responsibility for the decision rests upon me. I may, if I choose, accept the majority opinion as most likely to be right or as involving less of arbitrary authority on my part. I believe, however, that if we think over calmly and open-mindedly what has been said, we shall be able to discover some underlying principles upon which we can all agree. If we succeed, we shall be able to work together more effectively and we shall be better able to solve other problems as they arise.

Our differences seem to be due to the fact that we are giving different emphasis to the various factors in the case, in accordance with different ideals. We all want to do the right thing and we shall be more confident that we are right, if we think out clearly the reasons for our opinions. I am going to ask you, therefore, to reflect on these questions and to meet me to-morrow to decide the matter.

1. Should the chief aim of the school be to prepare pupils to meet college entrance requirements?

2. Is the development of moral qualities a proper function of the school?

3. Are academic studies of more value than homekeeping activities for all girls?

4. Should the high school be regarded as primarily for pupils of the 'academic' type?

5. Will the public interest be best served by enforcing a rigid scholarship standard in the high school?

6. What purposes are served by the award of a diploma?

7. Will the accomplishment of these purposes be affected if the diploma is awarded in such a case as the one before us?

8. If the answer is 'Yes,' will the public interest be best served by refusing graduation to this pupil, or by modifying the plan of graduation so that pupils of Helen's type will be eligible?"

At the meeting next day, it is agreed:

1. The chief aim of the school should be to help students to fit themselves for the greatest possible usefulness as citizens. A secondary aim should be to enable candidates for college entrance to meet the requirements.

2. The development of moral qualities is an important function of the school. Teachers should keep this aim in mind and give every possible encouragement to the development of such qualities.

3. For some girls, the homekeeping activities are more stimulating to growth than the usual academic studies of the high school. From the standpoint of education, the question is not "Which is the more worthy subject for study?" but "Which will do most for this pupil?"

4. The high school should not be regarded as a "select" school. It should welcome any pupil whose needs can apparently be better served in the high school than in any other accessible institution.

5. A rigidly enforced scholarship standard would not be in the public interest, since its effect would be to eliminate many pupils who would profit by more education. The point is made that a flexible standard would be more difficult to administer but it is agreed that the only standard con-

sistent with the purpose of education is "the pupil's best." The effect ought not to be a general lowering of standard but a raising of the requirements for the abler pupils.

6. The diploma has ordinarily been used as an incentive to study and as a certificate of accomplishment. It was agreed, however, that in practice, the diploma means nothing very definite in the way of accomplishment. Among those who receive the diploma there is a great variation in actual attainment and there is no evidence that a student who obtains one will make a better citizen than one who does not.

7. The award of a diploma in the case in question might affect the value of this distinction if students simply gained the idea that failure in a course or two would not interfere with their graduation, but would not do so if they realized that industry and good citizenship in school affairs are as essential to graduation as the receipt of certain marks. The award of a diploma to a pupil whose scholarship is inferior would be misleading if it were understood to be based upon scholarship alone, but need not cause confusion if the basis of the award is clearly stated in the document.

8. It is the general opinion that the diploma might safely be given in this case if a suitable note were added to the diploma and a statement were made at the graduation exercises that graduation is taken to mean not merely the attainment of a certain standard of scholarship but also the exhibition of desirable qualities of citizenship, coupled with earnest effort. It is felt that the diploma should, in every case, state as explicitly as possible the abilities and accomplishments of the pupil receiving it.

PROBLEM 3. — A teacher of strong and attractive personality has always a model class, from the standpoint of orderliness. Classes, which have been troublesome with other teachers, "eat out of her hand," after the first half hour. Children adore her and respond to her slightest wish. After leaving her class, they revert promptly to their previous habits. She has often heard herself referred to as a wonderful teacher and has received the grateful tributes of parents. During a vacation, she attends a lecture, in which the speaker emphasizes the danger of relying upon a dominating personality in the education of children. He says that such a teacher ought not to estimate the results of her work by the conduct of the children while they are under her influence, but by what they do after they leave her. This sets her thinking.

After a time, she writes to a friend: "I have been through a week of heart-searching and humiliation. I see clearly that, instead of the paragon that people have called me, I have been a downright failure. It has always been so easy to get anything that I wanted from the children, that I have allowed myself to make puppets of them and have become famous for my skill in pulling the strings. Bless the man who showed me what I was doing! I am eager to get back to work and see whether I can do some real teaching.

I am going to try desperately to give my boys and girls something 'for keeps.' I have got to lead them to think, to have ideas of right and wrong, and to learn to decide things for themselves, instead of doing whatever they think will please me. Children like me, and therefore it ought not to be impossible to interest them in ideas that I believe in. The problem will be to interest them in the ideas themselves and in their own power to think and act."

PROBLEM 4. — The course of study in a city school system calls for the teaching of the parts of speech in the fifth grade. A teacher becomes very much discouraged over the results of her efforts to carry out the requirement. Most of the children manage to learn the definitions, but only a few seem to grasp the ideas clearly. With the exception of the few who do well and enjoy a sense of superiority, the children show little interest and quickly become inattentive. The teacher sees an article in an educational magazine in which the writer declares that grammar has no place in the elementary school. This comforts her until she mentions it to the superintendent, who retorts with much emphasis that grammar is the best means of mental training in the curriculum. He advises more drill.

The teacher decides that she will not be "stumped" by this problem. She goes to the library and looks up all the references that she can find on the teaching of grammar. The doctors disagree but the most convincing articles all take the position that much of the grammar which is ordinarily taught in the elementary school serves no useful purpose. The teacher can think of no ground for disputing the contention that grammar in the elementary school should be limited to facts and principles which will actually help children to speak or write better English or understand better what they read. She reads accounts of some tests in which children who had studied grammar showed no superiority in these abilities over those who had not.

She then visits the classes of several fifth-grade teachers whose work has been highly recommended. In some of these classes, she sees grammatical work of the same type as her own, and observes some teaching devices which interest her. She notices, however, that many of the children exhibit the same lack of interest and failure to understand grammatical ideas as her own pupils. In one class, the work

is of an entirely different character. When she arrives, the children are about to write a story. They discuss their plans orally and a few tell their stories. The class offers criticism and the teacher puts in an occasional question. There is vigorous discussion upon the selection of words which will best express the meaning and give the reader the clearest picture of the characters and the action of the story. Our teacher is interested to see that, while there is no mention of parts of speech, the children seem to understand the function of verbs, adjectives, and adverbs, and use them far more skillfully than any other class which she has visited. She notices especially the keen interest and active participation of everybody. When the stories are completed, she is permitted to examine all of them. She is surprised to find that there are fewer grammatical errors than her own children make after all her drill, and she is amazed at the freedom of expression, choice of words, and variety of ideas.

At the close of the session, she asks the other teacher for a brief conference, explains her own difficulties, and begs to know how such results as she has seen can be obtained. The other teacher says: "I think I understand the difficulty because I have been through the same experience. I have tried the drill method and convinced myself that it is a failure in teaching little children to speak and write. It is attempting to force the thoughts of adults upon minds which have no capacity for absorbing them. A few exceptional children grasp the ideas but in most cases the result is mere parrot imitation, with no effect upon the use of English.

Children like to do things and love to express themselves

when they have something to say. They have vivid imaginations when you give them a chance. On the other hand they have little or no interest in analysis. That will come later, for some of them at least. What we teachers need to do is not to take our own thoughts and methods of work and attempt to drill them into the children, but to study the children themselves, see what interests them most, and show them how to improve their work. Then we are working 'with the grain,' not against it.

One secret of success with children of this age which the 'drill teacher' is apt to overlook is not to keep them working on the same thing too long. When the children began to get restless, I used to 'prod' them, call for attention, and impose punishments. But the plan never worked. Now when I notice any flagging of attention, I quickly change to some other kind of work for a time. The result is that far more is accomplished because the children are working hard with me instead of offering more or less passive resistance.

This study of children is a fascinating occupation, infinitely more interesting than hearing recitations of textbook lessons. No one, I think, has very exact knowledge of child nature as yet, but a lot of progress is being made by teachers who take a scientific attitude toward their work. The classroom teacher has the best possible opportunity for observation and experiment, and I am trying to get a little new light every year."

Our teacher says to herself on her way home: "I think I see the way out of my difficulty, if Mr. Jones will let me try a different plan of teaching English."

But Mr. Jones, as she says, is another problem.

Method of Solution

We have now taken up several problems and suggested the ways in which teachers attempted to work them out. In none of the cases was a complete, final solution reached, but a better understanding of the problem was gained and a tentative solution arrived at, to be tested by experiment. This method will be found applicable to most school problems. Education has not become a science and it is unsafe to be dogmatic. Conclusions should be accepted tentatively, to be tested by experience and modified as new knowledge is gained.

In most of the problems, the particular questions have suggested more general ones and the answers given have depended upon general ideas or convictions. These general ideas are not axioms. They are beliefs rather than scientific principles, and must be given up if experience shows them to be invalid. They represent, however, our best thought on the subject, not mere opinion, but judgments based on all our present knowledge. We must make use of such general ideas, for otherwise every problem which arises must be worked out anew. When we acquire general ideas to which we can refer our specific problems, and by hard thinking we succeed in tying them together into a consistent view of the educational field with which we are acquainted, we have a philosophy of education. Then we are not obliged to base our opinions merely upon tradition or fashion or authority. Our views depend upon fundamental ideas which we have thought about and believe in, and which we can defend.

Our trial problems have brought out some fundamental principles, that is, they are fundamental in the author's

philosophy, and are a constant guide to him in his solution of problems. They are stated more explicitly below. The reader does not need to accept them; in fact, should not do so without questioning them thoughtfully. He should, however, formulate principles of his own. After studying the principles, rejecting and substituting as much as he needs to do in order to be consistent with himself, he ought to be prepared to attack the problems which follow.

Principles for the Guidance of the Teacher in the Solution of Problems

1. The purpose of education should be kept in mind at all times. The solution of any problem should be consistent with this purpose.

2. The purpose of education is to secure the development of each individual to the greatest degree of happiness and usefulness of which he is capable. The happiness of the individual and his usefulness to society will often conflict unless the individual comes to accept *the public welfare* as a dominating ideal. The teacher should aim to cultivate in the pupil a desire to make the most of himself for the common good. As the pupil acquires this ideal, the process of education should become one of coöperation between the teacher and the pupil.

3. The success of the teacher, in the light of the purpose of education stated above, will depend upon his knowledge of the nature of the child, the laws of child development, and the needs of society, as well as upon his skill in dealing with children. The teacher's professional study should therefore include child study, sociology, and the art of teaching.

4. The teacher should aim to make himself a scientific worker in the public service. He should take an objective rather than a personal attitude toward his work and toward the people with whom his work brings him into contact. If he himself believes strongly in the ideals of the public welfare and the progress of humanity, he will not be disheartened or made bitter by misunderstanding or lack of appreciation. He will regard such behavior as defects of human nature, or individual development, or public sentiment, — a stage in the progress of humanity, to be regarded objectively, to be "allowed for" as one allows for a head wind or a muddy road, to be overcome as far as possible, but not to be resented or combated or despised as a personal affront. If the teacher is seriously concerned with the best possible development of the children in his class, he will think of them as imperfect growing plants to be nurtured. He will not be discouraged or made angry if some of them are lazy or troublesome or dishonest. He will take such characteristics as signs of defect, to be studied and removed if possible. He will not be relieved when a boy is sent to reform school, although he may try to have the boy sent there for his own good. He will be dissatisfied when, and only when, a pupil has failed to make the progress of which he was apparently capable.

Problems for the Reader to Solve

Problem 5. — A pupil is older than the other children in the class, but does very poor work in most subjects. Although he has already repeated the grade, his average for the year falls below the passing mark. Outside of school, he plays with boys of higher grades and is a leader among them. He makes a good deal of money by selling papers and doing odd jobs. The

teacher feels that he does not belong with the younger children but does not see how she can properly promote him. She fears that, if she does so, the teacher of the higher grade will criticize her.

PROBLEM 6. — A teacher receives the following note:

Miss Jones:

You have done a very mean thing to my daughter. She came home all in a tremble and she does nothing but cry. She knows you don't like her and so you did not promote her for spite. She has worked very hard and she has a right to be promoted. I shall see that she gets her rights. How do you know what she can do when you never call on her? You can rest assured that she will never return to your class. I shall send her to another school first. This matter will be taken to the board of education.

Mrs. John J. Anderson

PROBLEM 7. — A boy in the third year of high school, who has exceptional ability, announces to the teacher that he is about to leave school, to take a position in a business office. The teacher calls on the boy's mother to urge that he continue his education. The mother says that she had expected to send him to college, but when a friend, who is a partner in a very lucrative business, offered to give him a position, and assured her that the boy would have an opportunity to make far more money than he could earn in a profession, she thought it too good a chance to miss.

PROBLEM 8. — A board of education, finding it necessary to raise teachers' salaries, and fearing the criticism which a large increase in taxes is likely to cause, discusses various plans of retrenchment. Among the proposals are elimination of kindergarten classes, reduction of the number of teachers with increase in the size of classes, and elimination of manual training. The board appoints an evening for a public hearing on the proposals and invites teachers especially to give their views.

PROBLEM 9. — The principal of a school urges the introduction of manual activities, and proposes that teachers prepare them-

selves for the work. Some of the teachers oppose the plan on the ground that it will make a great deal of extra work. They start a petition asking the board of education not to approve the scheme, and all but one of the teachers sign. This teacher says that, before she commits herself, she wants to be sure that she is doing the right thing. She will think the matter over until the next day and will then either sign or give her reasons for not doing so.

PROBLEM 10. — A new teacher is assigned to a school in which there are many children of foreign parentage, coming from poor homes. Some of them are dirty and ill-mannered. Her roommate, who teaches in a school where, she says, there is "a nice class of children," asks: "Why don't you ask the superintendent to transfer you to another school?"

PROBLEM 11. — A boy in one of the upper grades makes little effort during the practice periods in penmanship. The teacher tries to "stir him up" and frequently keeps him after school for practice. He says that he doesn't see any use in everlastingly making circles and writing words over and over, that he can write well enough when he feels like it. The teacher retorts that it is not his place to say what he should do in school, that he will have to do the regular work and might as well make up his mind to it. She works very hard and continues to keep him after school, but his writing does not improve.

PROBLEM 12. — A teacher is given the opportunity to select some new reading material for her class. The principal merely stipulates that she shall give reasons for her choice.

PROBLEM 13. — A high school teacher has a class which he says is the dullest one that he has ever had. Several of the students drop out during the term and two thirds of them fail in the term's work. He doesn't see why such people should be allowed to come to high school.

PROBLEM 14. — A high school teacher is dissatisfied with the poor recitations made by her pupils. They are inclined to give monosyllabic replies. She constantly asks questions and frequently feels obliged to interpret pupils' answers so that the class will

understand what was meant. She visits a class in another school in which the pupils take a very active part in the class exercise. They engage in very vigorous discussion, while the teacher, who sits in the back of the room, speaks rarely. Our teacher wishes that she could have such students.

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CHAPTER II

PROBLEMS OF DISCIPLINE

Rules and Punishments

Problem 15. — A teacher who has been much annoyed by frequent cases of tardiness, makes a rule that any pupil who is tardy must remain after school that day for an hour, and that his name must be placed on the tardy list for one week. Soon afterwards, a little boy arrives, a few minutes after the opening of school. He is very much out of breath and in tears. The teacher says sternly: "Write your name on the tardy list and remain this afternoon." The child writes his name on the blackboard under the word TARDY following those of several old offenders. He is pale and restless all day. The next morning, before school, the principal comes into the classroom and tells the teacher that the boy's father called him up the previous evening, in high temper, saying that the child was sent to the drug store for medicine, that he protested that he would be late for school but was assured that it was his duty to do the errand for his sick mother and the teacher would excuse him. The father expressed his opinion of a school that punishes children for obeying their parents. The principal requests the teacher to report to him that afternoon how she plans to deal with the matter.

The teacher has the problem on her mind all day. Her first impulse is to excuse herself. The father ought to have gone for the medicine himself. The boy ought to have told her why he was late although she knows in her heart that she wouldn't have listened to him, even if he had had courage to try to explain. Suppose she had asked for an explanation and had excused him, what would have become

of her rule? The children would think that rules would not really be enforced. The boy did not really deserve to be punished but it was better for the class. And what a mean thing the father had said — that the school was trying to make children disobey their parents, when she was working her head off for their children! She would give a good deal if that man could have a chance to teach the class for just one day.

At noon, when she has a chance to think without interruption and has recovered from her excitement, she begins to feel differently. She knows that she has not been fair to the youngster, and he is such a timid, well-meaning little chap! She is even able to put herself in the father's place.

Just before the close of school, she says: "Children, put away your work. I have something to say to you. I made a mistake yesterday when I punished Eddie for being late. I have since learned that it wasn't his fault. He had to get some medicine for his mother who is sick. That was the right thing for him to do. He ought to have been praised, not punished, for doing his duty, when he was afraid of being late. So we will rub out his name from the tardy list, and put it under the words OBEDIENT TO DUTY. That means doing the right thing even if you may be punished for it.

I am going to take back that rule, and I am going to trust you children never to be tardy again if you can help it; but if your mother or father tells you that it is your duty to do something which will make you late, do it and then tell me about it. If anyone is careless and is late when it is his own fault, I shall have to punish him to help him to

remember, but I hope that nobody will be punished again when he has done right."

After reporting to the principal what she has done, she says: "I am going to see Mr. Brown to-night and try to make him believe that, although I made a mistake this time, the school is really trying to teach the children to do their duty."

PROBLEM 16.—A high school boy has a strong distaste for school and urges his parents to let him go to work. They are ambitious for him and insist on his remaining until he graduates. He is inattentive in class, seldom prepares his lessons, and sometimes " cuts " classes.

Two of his teachers, meeting by chance, begin to discuss the case. One says: "I met Mr. Lane yesterday and advised him to send George to work. He is simply wasting his time. He does nothing in school, and punishment only makes him sullen. I won't have him in the room when he comes unprepared. He has sat in the office most of the time this week while his class has been reciting."

The other replies: "You may be right in advising his going to work, but I have the feeling that we owe it to the parents and to the boy himself to get him to take advantage of his opportunity for an education if we possibly can. I remember that, at his age, I was determined to leave school but my father and one of the teachers induced me to stay and I have always been grateful to them. If it had not been for that one teacher, I should probably be a clerk now instead of doing what is to me the finest work in the world."

The first teacher retorts: "You talk about getting him to take advantage of his opportunity, but how are you going to do it? He hates school and no punishment affects him,

because he knows that the worst that you can do to him is to dismiss him, and that is just what he wants."

The other goes on: "That is just the trouble. If we get angry with him and punish him in resentment, it only makes him worse. If we really want to change his attitude and keep him in school, we have got to learn how to treat him so as to produce that effect. As I see it, the worst possible method is to keep him idle by sending him from the class. We must try to get him interested. For the time being, it does not matter much whether he does exactly what we have laid out for the class, provided he exerts himself on something and gets rid of the idea that school is simply a place where unsympathetic teachers try to compel him to do tasks which he despises. I am not proposing that he should be allowed to do just what he likes, but if we want to help the boy, we have got to change his attitude before we try to make him conform to the school régime.

I know that he has good ability and is capable of getting very much interested in problems requiring hard thinking. Once in a while, a matter comes up in class which appeals to him. Several times, on such occasions, he has shown more knowledge and common sense than any of the other students. A few days ago, when he came unprepared, I kept him after school, but instead of making him study, I set him to work helping me on some new apparatus. He worked splendidly and made a suggestion which led to a decided improvement in the contrivance. After an hour, I told him that he might go but he stayed on until the work was finished. The most interesting part of the whole affair was that the next day, he had his lesson perfectly and took active part in the recitation. I am inclined to think

that if we are friendly, give him a chance to do things occasionally in which he excels, and encourage him at such times, and if, when we impose punishments, we let him see that our purpose is not merely to make him do something distasteful, he will gradually get out of his present state of mind and become a credit to us. At any rate I think that method is worth trying out."

PROBLEM 17. — A teacher leaves the room for a few minutes. On her way back she hears a great deal of noise, which stops the moment she enters the room. She knows that there has been disorder but is not sure of the individuals who have been responsible. She immediately delivers a stinging lecture to the class saying that she is ashamed of them, that this is the first class that she has not been able to trust. She orders the whole class to stay after school. There are many sullen looks and an unusual amount of disorder during the rest of the session. For several days she notices an unfriendly spirit, even among pupils who have never before given the slightest trouble.

The situation worries her and she finally takes it to the principal, saying that she does not see what has got into the class. The pupils seem to dislike her and to delight in doing things to annoy her. Then she bursts into tears.

The principal asks if she can think of anything which could have turned the class against her and she finally speaks of the episode which resulted in the punishment of the class, although she cannot see how that can account for the subsequent behavior, since she has often kept pupils after school without arousing any resentment.

The principal then points out that children have very strong convictions about what they call unfairness. It seems probable to him that the pupils have deeply resented the injustice of her rebuke and punishment of the whole class for an offense of which perhaps only a few were guilty.

He says: "You will have to work patiently to restore their confidence in you. You must be very careful to be just. Don't distrust the class or let the pupils feel that you distrust them as a group. Rather encourage them to take pride in the class and its power to be self-directing. When you scold or punish a whole class it has little effect, except to lower the class tone. On the other hand if you commend the class whenever you can properly do so, it helps to develop a good class spirit."

PROBLEM 18. — A teacher has the practice of requiring pupils who misbehave or whose work is unsatisfactory to her to remain after school. Her room is always well filled for at least a half hour after school closes. There is no evident improvement. If there is any change it seems to be for the worse. The principal asks her to talk over the situation.

The teacher is inclined at first to resent any criticism of her work and to insist that she is doing all that anyone could do with such children. He points out that this same class was regarded as a particularly good one the previous year and that she had much the same difficulty before these children came to her. Then she begins to cry, saying that she is evidently a failure, that she works all the time and is worrying herself sick.

The principal says: "Now don't be absurd, Miss D. I have watched your work and I know that you have qualities which we can't afford to lose. You are up against a problem, that's all. Now just face it calmly and let's see if we can get at the difficulty. When you first met this class did the children impress you as particularly hard ones to manage?"

"No," she says, "for the first day or two, they were

delightful. I thought they were remarkably well-mannered and bright, but gradually they seemed to become careless and then troublesome and now they won't do anything until they are forced to do it. I hate to be inflicting punishments constantly, but I can't allow them to be idle and disobedient."

The principal replies: "It seems probable that there is something in your method of dealing with the children which breaks down previous good habits and tends to establish worse ones. When the children came to you, they were courteous and responsive. What has happened to change this attitude? I wonder if you soon began to make demands upon the children which they did not understand, and if you punished them when they could not see that they were to blame. I do not know whether that is the case but if so, it would explain their behavior. If children come to feel that a teacher does not understand them, if they are punished for failure to do something which they do not understand, they are sure to lose confidence in her. Then, instead of being actively helpful, they are apt to sit back and wait for the teacher to act.

It is certain that the present lack of sympathy between teacher and class is having a very bad effect. If it continues, the situation is bound to grow worse, just as a spirit of confidence and good feeling is bound to stimulate a group to greater effort and continual improvement.

You must be careful not to expect too much of the children. Remember that they cannot see into your mind even as well as you can see into theirs. Make sure that you and they understand one another. Praise and encourage them whenever they have made a good effort, but don't make

the mistake of praising them when they know that they don't deserve it. They will think that you are trying to buy their good will or that you are 'easy,' and that is as bad as to be unjust or harsh. Don't punish a child repeatedly. If the punishment does not accomplish the purpose promptly it is a failure. Repetition makes the child callous. Try a different method.

Your problem will be hardest at first because you will have to overcome a strong prejudice and bad habits, but if you are determined to solve it, if you study the children carefully and are patient, you will presently win out. As you get more experience, you will learn to deal with the children, so that many of the situations which are now troublesome to you will be properly and almost unconsciously met and overcome."

Miss D. then says: "I believe you are right. I am not conscious of having made unreasonable demands nor inflicted unjust punishments but I am quite sure that the children do not understand me and I am very ready to believe that I have not understood them. I shall try to get a spirit of coöperation in place of law and punishment."

Principles Relating to Rules and Punishments

1. Uniform inflexible rules are dangerous. A rule should be regarded as a means not an end. The application of a rule should be interpreted in the light of the purpose of education.

2. Pupils should understand the purpose of a rule. They should be encouraged to coöperate as far as possible in the making and enforcement of necessary rules.

3. Punishment should be used in a manner consistent

with the purpose of education — not by rule. Punishment should never be inflicted in a spirit of revenge.

4. A good punishment accomplishes its purpose without frequent repetition.

5. Punishment should fit the offense — not be arbitrary.

6. Enforced idleness should rarely, if ever, be used as a penalty.

7. A child should not be punished unless it is clear that he is to blame.

8. It is never wise to punish a whole class for the fault of an individual.

9. Punishment often repeated loses its effect. When such punishment seems to be necessary, it is usually a sign either that too much is expected of the child or else that he is not coöperating.

Problems for the Reader to Solve

Problem 19. — Some of the members of a class begin to throw paper wads. The teacher becomes exasperated, and directs that the boy stand who threw a wad that has just been seen. Nobody moves — she tries again without result. Then she directs that the whole class stay after school until the guilty one confesses.

Problem 20. — A teacher observes disorder in one corner of the room and feels sure that she knows the culprit. She orders him to stay after school. He protests that he has not done anything, but she says: "Don't you dare to talk back to me — you may stay for a week." He looks at her angrily, mutters, and is thereafter sullen and indifferent.

Problem 21. — A young teacher makes a good start. Children are well behaved at first, but soon begin to misbehave. She begins to scold and impose severe penalties, realizes that she has gone too far and suddenly tries to be sympathetic — sometimes sentimental. The class gets worse and worse, becoming

very disrespectful. Children are very rude and noisy, and even throw things before her eyes.

PROBLEM 22. — A boy has never been tardy during six or more years of school life. He lives nearly a mile from school. On a cold, slippery morning he is two minutes late. The rule is that pupils who are tardy shall remain after school for 30 minutes.

PROBLEM 23. — A teacher of a country school becomes exasperated by the carelessness of the children and says: "The next child who drops a pencil will be whipped." In a few minutes, a little girl who is the pet of the class jumps up to show the teacher a drawing which she has just finished and brushes her pencil off the desk.

PROBLEM 24. — The lawn in front of a school building is disfigured by a path worn by children who cut across the corner to save steps.

PROBLEM 25. — A child is restless, shuffles his feet, squirms on his seat, and annoys the child in front of him. The teacher makes him sit in a chair in the front of the room facing the wall and tells him to keep perfectly still if he doesn't want a whipping. He remains there for thirty minutes.

PROBLEM 26. — A child who is troublesome is sent to the coat-room where he remains for the rest of the session, more than an hour.

PROBLEM 27. — A young teacher has trouble in controlling her class. When ordinary punishments fail, she sends a pupil to the principal. This seems to have a good effect at first, so on the spur of the moment she uses the same method for a very small offense. Before long she is sending pupils to the principal every day, and yet the class is very disorderly. The pupils do not seem to fear the punishment. She feels that the principal is not "backing her up."

PROBLEM 28. — A kindergarten class is set to work making a box. One of the children just plays with his material, spoils his paper, and smears paste on another's work. The teacher tries without success to get him to work and then tells him to go and stand in the corner.

PROBLEM 29. — A high school girl hands in a story as an English exercise, which seems familiar to the teacher. She finally discovers it to be an exact copy of a story published a few years before in a popular magazine.

PROBLEM 30. — A library book which has been missing for some days is found in a pupil's desk. He maintains that someone must have put it there.

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CHAPTER III

PROBLEMS OF DISCIPLINE

Child Nature and Habit Formation

Problem 31. — A kindergarten child frequently acts in a selfish manner. When there is anything to eat, he reaches for the biggest piece. If a new toy is brought to school, he tries to appropriate it and screams if prevented. If he sees another child at work with material which pleases his fancy, he tries to take it for himself. When rebuked he cries passionately and insists on going home. A new teacher, coming to take the class, is warned by the retiring teacher that "this child is completely spoiled. You can't do anything with him."

The new teacher says to herself: "Maybe I can't but I can try. If I am to be an expert in training little children, I shall have to learn how to deal with such cases. This looks like an opportunity for me to grow."

During the first few days, she watches the child closely and discovers that he has plenty of ability. In anything which interests him, he works persistently and intelligently, but if he doesn't want to do a thing, he is as stubborn as a mule. The selfish traits, of which she has been warned, are very evident.

By calling upon the mother, she soon learns that the same characteristics are even more pronounced at home. The child rules the household. When denied what he wants, he screams as though in a frenzy, and the frightened mother gives in.

The teacher thinks about the case a great deal. She sees that the situation is perfectly natural. The selfishness is easily accounted for. It is the universal inheritance. The trouble is that this high-spirited boy has never been trained to control his selfish impulses. The habit of getting what he wants is firmly fixed and the habit of pleasing others is absent. The problem is to develop the second habit and weaken the first.

The experience of the previous teacher and observation of the child's home have shown that ordinary punishment or scolding has no good effect, so our teacher experiments with other methods. She discovers that the boy is much more responsive to praise than to blame, and she takes care to commend him when he has done anything well. She shows pleasure when any of the children act generously and disappointment when anyone is selfish. When the boy acts like a robber baron, she says: "Henry doesn't feel like working with us now. People can't work together unless they are kind to each other. We will let Henry work by himself until he wants to be kind." He is not allowed to rejoin the group, regardless of "tantrums," until he shows a real desire to do so in a good spirit, and then he is welcomed back cordially. Gradually the combined effect of affection for the teacher, association of considerate behavior with the right to take part in the class activities, and satisfaction whenever he does well, develops new habits of social behavior which control the selfish impulses.

PROBLEM 32. — In a fourth grade, a boy slyly kicks the boy in front of him. The latter turns around and scowls and then goes on with his work. Presently the kick is repeated, the

kicker enjoying the impotent rage of his victim. He keeps a furtive eye on the teacher and is apparently intent on his book when her attention is attracted by the movement of the boy in front. The latter is just turning back to his work and is told sternly to pay attention to his own affairs. This delights the tormentor and he snickers in a carefully measured tone. At the next kick, a few minutes later, the boy in front is out of his seat like a flash and raining blows on the other.

The teacher is horrified. She seizes the pugilist by the collar and drags him protesting to the principal's office. She is very much excited and feels that the boy's offense is unpardonable. She starts to pour out her story in the presence of several other persons.

The principal says: "Wait a minute," and clears the office. Then he says calmly: "Now let's get at the facts. Bob, tell me just what happened." The boy is still angry and at first is incoherent in his reply, but cool questioning, with no suggestion of distrust or contempt, gradually brings out the facts and calms him down. The principal then says: "Now, while I am talking with Miss E., I want you to do an errand for me. When you get back, we will decide what must be done to straighten this matter out."

The other boy is then summoned. He is not inclined to accept much blame, saying that he was just having a little fun with Bob by making him mad. When asked what he would have done if Bob had done the same thing to him, he said he would have "laid for him after school." He is then told to wait outside the office until sent for.

"Now, Miss E.," says the principal, "I think we have the facts. What shall we do?"

"I think both boys should be whipped," she replies. "Bob had strong provocation, but such behavior in the classroom

is intolerable. He could have told me that Jack was kicking him. He acted like a wild beast. It was a disgrace to the school and an insult to the teacher."

The principal replies: "I feel as strongly as you do that such a thing must not occur again, but we must not allow ourselves to be so overcome by the disgracefulness of the occurrence as to regard these children as criminals. Both of them were following deep-seated instincts. One of them took a mean advantage of the other and rejoiced in his discomfort, but that is a trait of human nature which is very strong in many individuals and which has to be trained out of them. The other boy lost his self-control and became for the moment a savage. A part of his nature, for which he is not responsible, is still savage, along with much that is civilized and lovable. We must not judge these boys by ourselves. We could not possibly have behaved as they did, although I suspect that we sometimes do things in a more refined way which are based on the same instincts. We have built up ideals and habits and customs which control our natural impulses. Bob's control apparatus was not strong enough to prevent the explosion. It must be developed.

Now, in trying to devise the proper method of treatment, we shall have to consider the interest of the boys and the influence of the affair upon the class. I doubt if whipping would help the boys much. Both of them were prepared for a fight in which they would probably receive more physical punishment than if they were whipped. We don't care especially to make their bodies sore, but we do want to put some restraining influence into their minds. My notion is to have the boys come in for a conference, let them

see for themselves, without preaching at them, that the good name of the school and the welfare of the class have been injured by their behavior, and that we must find a way to overcome the injury and prevent its recurrence. I should like to tell them a little about instincts and habits and how people have become civilized. I hope that they will feel ashamed of having let their feelings control them as if they were animals, and will be anxious to prove that they are their own masters. They may possibly offer to try to make things right with the class, although that is expecting a good deal from youngsters of their age. If they do not offer to do it, you can talk the matter over with the class yourself, and if the boys show a good spirit, the other children will suffer no harm.

As to punishment, it seems to me that, since the boys have shown an uncivilized behavior unworthy of the class, the natural penalty would be to consider them not full members until they have proved that they can be counted upon to be good citizens. They might be denied some privileges for a few days and then be reinstated by vote of the class, or they might not be permitted to take part in the class activities, simply working as individuals and reciting after school during the probationary period. If the emphasis, until the affair is settled, is placed consistently upon self-control and regard for the rights of others as essentials of good citizenship, the occurrence may result in real progress for the class as well as for the boys themselves."

PROBLEM 33. — An eighth-grade class has the habit of "talking out." Pupils interrupt each other and even interrupt the teacher. If one child starts to ask a question, another is apt to break in, in a louder tone. If the teacher asks a question,

several reply at once. She often feels obliged to preface a question with the warning: "Raise your hands if you wish to answer." She continually says: "Sh-sh," "Wait until I call upon you," "Is your name Mary?" etc.

The teacher is greatly troubled by the situation. She wants to have a natural, friendly atmosphere in the recitation and believes that pupils ought to be encouraged to express themselves, yet she feels obliged to repress them constantly and realizes that, in spite of frequent admonition, they are making no progress in courtesy toward the person who has the floor.

While reading a book on educational psychology, she finds in the chapter on habit formation some illustrations which remind her of her own problem. She studies the chapter with interest, criticizing her own practice in accordance with the principles stated by the author.

The first point which claims her attention is the statement that, if an act brings satisfaction to the person who performs it, it is more likely to be repeated than if it brings discomfort. "That," says the teacher to herself, "would seem to justify me in rebuking or punishing pupils who speak out, but the discomfort is apparently not sufficient. Perhaps I ought to use more severe penalties, but if I do that, it will surely kill all spontaneity in class discussion and probably spoil the friendly relationship between me and my pupils. I believe that the cure would be worse than the disease."

Reading on, the teacher meets this: "Repetition of an act tends to fix it as a habit." "Therefore," she thinks, "my boys and girls must be prevented from interrupting each other and so strengthening the habit. I wish he would

tell me how to do it. Of course, if that were the only consideration, I might accomplish the purpose by removing all temptation. I might abandon class discussion, at least for a time, do all the talking myself, and let the pupils write their answers and put any questions that they have to ask into a question box. I should think, however, that such a method would destroy interest, and I hate the prospect of reading all those papers. I wonder, after all, if the habit would be broken up by removing temporarily all opportunity for talking. How long would it take? I might try it and see, but I'll wait until I have read the whole story."

"In order to fix a good habit or to overcome a bad one, satisfaction or discomfort should *always* be associated with the action. If a 'bad actor gets away with it' occasionally, the process of rooting out the habit is greatly retarded." "Have I been living up to that principle?" she asks herself. "Have I been consistent in commending pupils who await their turn and showing disapproval whenever anyone interrupts? Let me see if I can recall what happened today during the history period. I remember asking: 'What date is this?' Half the class immediately said, 'November 11th.' It did not occur to me to show any disapproval, and, although several children had raised their hands instead of speaking, I accepted the answer in concert and asked: 'Do you know of any historical event which took place on November 11th?' Again several hands went up but others promptly answered, 'Armistice Day' or 'The end of the War,' and Wilbur jumped out of his seat enthusiastically and, speaking in a manner to compel attention, said: 'The German representatives agreed to the terms

that General Foch said they must accept if they wanted to stop fighting.' I was carried away by his enthusiasm and asked him some more questions. The class became so much interested that many wanted to talk, and I am afraid that those who talked loudest got most attention. This soon led to confusion and I called for quiet and said: 'Please remember to raise your hands.' It took some time, several rebukes, and a few appointments for 'after school,' to induce the whole class to wait, after a question had been asked, until someone was called on. I don't doubt that I forgot myself several times and accepted spontaneous answers, even during the last part of the period. It seems evident that I did not act consistently in accordance with the principle. If I had done so, I should have ignored the spontaneous answers at the beginning of the period and called on someone whose hand was up. I wonder if that would have destroyed the enthusiastic interest with which the recitation began. I must try it. It is certain that to-day's method was wrong. I made no progress in overcoming the bad habit, and the repression used during the last part of the period entirely destroyed the interest awakened at the beginning."

"Sometimes the easiest way to destroy a bad habit is to develop a good one which opposes it."

"Ah! There's an idea!" she exclaims. "If I could build up a habit of courtesy toward others, it would act as a check on the tendency to 'speak out,' and it would not discourage spontaneity as much as constant repression. Control does not develop courtesy. There is no reason why it should. How can a habit of courtesy be built up? The first three principles seem to apply. 'A feeling of satisfac-

tion associated with an act encourages its repetition,' 'repetition tends to make the act habitual,' and 'any lapses interfere with the formation of the habit.' I have been fixing my attention on the bad habit and trying to check it by rebuke and punishment. I must concentrate upon courtesy and consideration for others. I must praise a pupil every time he refrains from interrupting when he evidently has something to say. I must always recognize pupils who act courteously in preference to those who do not. I must give plenty of opportunity for the exercise of courtesy — that cuts out the proposal to allow no talking at all — but I must try to avoid any lapses. The pupil who forgets and 'speaks out' must get no encouragement. I shall have to try to make him sorry. There's the trouble! Give the pupil plenty of rope but don't let him hang himself. I don't see how to do it, but perhaps this writer has some more help to offer."

"In establishing a habit, the interest of the learner has an important influence. Mere repetition without interest and therefore without attention is not effective." "That's the point that I needed," she thinks. "If I merely make the pupils go through the motions of courteous action, they won't become courteous. I must get them interested in it. I think I see how to do it. We can take as our standard the procedure in a conference of well-bred adults. If the group is not too large, no formal organization is needed in such a meeting. The well-bred person refrains from interrupting, no matter how eager he is to speak. He awaits his opportunity, listening courteously to the person who has the floor. In a group as large as an ordinary class, even adults need a chairman who recognizes those

who ask permission to speak. Either the hand signal or the usual phrase, 'Mr. Chairman,' or, if the teacher is presiding, 'Miss Jones' will serve the purpose.

I believe that the pupils will be interested in working out with me a plan for controlling our recitations or conferences. We might attend a well managed meeting of adults and discuss the procedure. The class may want to adopt some rules. At times one of their number might act as chairman."

Our teacher tries out the plan. She finds, as she expected, no difficulty in securing the interest of the pupils, but she discovers that the interest is not strong enough to control their action for a long period. She goes back to her book and finds the statement that, in acquiring a new habit, it is harmful to continue practice for too long a period, as fatigue may actually destroy the gain made at first. She therefore explains this fact to the pupils and says that she will help them by controlling the recitation or changing the work as soon as they show signs of falling below their standard. She makes a practice of commending their efforts when she relieves them of responsibility, and holds out to them the prospect of gradually increasing the length of time during which they are able to control themselves in courteous, businesslike discussion. The result is that pupils become interested in their own progress, keep their self-control time record, frequently say: "Please try us ten minutes longer to-day," and show strong disapproval of any members who spoil the class record.

The teacher admits that this method requires much harder work, on the part of the teacher, than that of rigidly controlling all recitations, but she feels that her pupils

are gaining much in ability to think and speak and in self-control.

PROBLEM 34. — A high school teacher receives an anonymous letter saying that some of the boys in his class have been betting on football games. He keeps all the boys after school, reads them the letter, and asks what they know about the matter. Nobody speaks. Then he asks each boy in turn whether he knows anything about it. The first boy says he has nothing to say, and all the others follow suit. The teacher then says: "You are getting yourselves into serious trouble by refusing to answer my question"; but there is no response except some sneers and ugly looks. As the principal is absent, the teacher orders the boys to report at the office before school the next day.

That evening he calls on the principal, shows the letter, and tells the story. The principal thanks him for trying to settle the matter and especially for taking the trouble to report it in person, without waiting until morning. Then he says: "The most serious factor in the case is that the boys are now banded together, ready to die in defense of a principle. They think that you were trying to make them give information which would lead to the detection of the guilty ones. That has made them hostile as a body toward you, and this feeling has probably obscured in their minds all condemnation of the gamblers, although some of them had probably disapproved of the gambling before the other issue arose. To boys of this age, telling on another is the worst offense in the calendar."

The teacher is offended and suggests that the principal is defending the boys and blaming him. "Oh, no!" says the principal. "You did a perfectly natural thing. I should probably have done exactly the same if I had not worked with boys so long that I know some of their peculiarities. The important thing now is to straighten these

boys out and safeguard the school. You naturally thought that the boys would look on the matter as you do. The fact is that they do not. There is no use in saying that they ought to do so. We are educating boys and we must act in accordance with boy nature. Approached in one way, boys are chivalrous and loyal to the best ideals. Approached in a way which is contrary to their code, they can be as unyielding as any martyr."

The next morning when the boys and the teacher are assembled in the office, the principal says: "Boys, Mr. J. has told me about the letter which he received yesterday and about his trouble with you. As the letter is not signed, he could not call upon the writer to give his evidence for the charge against the good name of the school, so naturally he took the matter to you. He was surprised and hurt because he thought you had refused to help, but I have explained to him that you did not understand him and he did not understand you. He and I agree on this matter. If the charge is false, we want to know it. It will be repeated and will probably get into the newspapers. If we have your assurance that it is not true, we can deny it and challenge anyone to produce any evidence in support of it. If it is true, we count upon you to put a stop to the practice and to see that the smirch on the reputation of the school is wiped out. We do not want to know which of you are guilty, but we want you as a class to see that any money which has changed hands is returned, and we want your assurance that you will not permit any boy to remain a member of the class who persists in gambling. Now you may go to the classroom and settle the matter. We will wait here until you send your spokesman to report."

At the end of a half hour, one of the boys comes to the office and reports that two members of the class won a dollar each from boys in another school, that they have promised to return the money, and that all the boys have agreed not to gamble as long as they are members of the school.

Principles Relating to Child Nature and Habit Formation

1. Child nature is complex and can be understood only by careful study and close observation.
2. Instinctive behavior, accompanying selfish desire, anger, jealousy, fear, etc., can be changed only by patient effort.
3. The standards of adults, especially of adult women, cannot be appreciated readily by the young boy.
4. The ideas, prejudices, and interests peculiar to childhood must not be ignored or despised by the teacher.
5. A calm, sympathetic treatment of a child's difficulties will accomplish far more than impatience.
6. The satisfaction of doing well is often a more potent influence upon conduct than shame or discomfort.
7. In the early stages of the formation of a habit, action must be repeated by the learner at frequent intervals, and any inconsistent action must be avoided.
8. Consistent action by the teacher is necessary for the formation or maintenance of habits.
9. In attempting to establish or change a habit, the interest of the learner is important. Therefore the period during which he is put to the test should be limited by his power of attention.
10. In attempting to root out a bad habit, it is often more effective to develop a good one which opposes it than to concentrate attention upon the bad one.
11. A habit can be formed or changed much more readily by coöperation than by the individual effort of the teacher.
12. Habits established in conformity to ideals are likely to be more permanent than those established by fear.

Problems for the Reader to Solve

Problem 35. — A girl of ordinary ability is very self-conscious and aspires to excel. She is jealous of an abler girl who usually gets higher marks and is much more popular. The first girl disparages the other, saying that she is a snob and a teacher's pet; refuses ostentatiously to speak to her. She reports at home that the teachers are unfair.

Problem 36. — A high school girl is "boy crazy." She dresses elaborately and is continually patting and smoothing her hair. She annoys the teachers and distracts attention by smiling and whispering to boys who sit near her in class. She is very conspicuous in the corridors and always manages to be on the point of starting for home when certain boys come out, after school. Her school work deteriorates. Some of the teachers think the case is serious.

Problem 37. — Two boys have a fight on the way to school. One of the girls tells the teacher.

Problem 38. — In a second grade, one pupil tells of an interesting experience. Another emulates him, telling a highly improbable story. The teacher asks: "Is that true?" He insists that it is, and sticks to his story in spite of all that she can do.

Problem 39. — A boy is called to account for frequent misbehavior. He promises to do better and is reinstated in his class with the understanding that if he misbehaves again he will be suspended. For several days he is on his good behavior and then falls from grace. When reminded of his promise, he says he forgot.

Problem 40. — A sixth-grade boy who is older and larger than the other members of his class has become a "bully."

Problem 41. — Miss B. sees a boy in disorder and asks for an explanation. He replies: "Someone is throwing things at me." "Do you know who did it?" she asks. "Yes, but I won't tell," is his answer.

PROBLEM 42. — A primary teacher notices that the children have developed a habit of running to her with "tales" about their classmates. She knows that she has been unconsciously allowing "tattling" to gain headway. The chief offenders seem to be some of her "best" pupils. She realizes that the matter needs attention.

PROBLEM 43. — A teacher inspects the reading books of her class which have been in use only a few weeks and finds them incredibly soiled and torn. She has spoken several times about the need of taking good care of the new books. Evidently her words have had no effect.

PROBLEM 44. — A teacher is dissatisfied with the manner in which certain pupils recite. They speak in tones scarcely audible to him and the class. They address him alone and feel no responsibility for the interest and instruction of classmates. The teacher attempts to persuade them to speak louder and to the class, by explaining that it is discourteous not to make one's self heard. Finally he says that anyone who fails to make himself heard will be told to sit down, and will be marked "zero." The result is that these pupils are ignored and fail in the term's work.

PROBLEM 45. — An English teacher tries to create a feeling for the correct usage "It isn't." The expression is used correctly in the classroom. On her way to school she overhears the conversation of a group of her girls and all her pride vanishes as she hears "It ain't." She feels that the odds are against her and that, unless home surroundings and other associations supplement her efforts for correct usage, the task is hopeless, so she lets the matter drift.

PROBLEM 46. — A class is very much interested in "Ivanhoe" and many times the brighter pupils eagerly wave their hands as a slow pupil recites. The teacher has frequently requested the pupils not to wave their hands, jump out of their seats, or in any way embarrass the pupil reciting. The request is frequently forgotten in their eagerness to tell, until a frown, a sharp word, or a domineering manner brings silence, kills ardor, and brings class work practically to a standstill. The teacher visualizes

a prim orderly classroom where each pupil is at his best. She desires spontaneity, and quick thinking, and she is not getting either.

PROBLEM 47. — Pupils of an eighth grade which has been considered careless and lazy as a class are advised by their teacher to call a meeting to discuss plans for improvement. They talk freely, have good ideas, and show genuine desire to reform. At the end of a week, absolutely no improvement is noticeable.

PROBLEM 48. — A child is brought to the kindergarten by his mother. He is very timid, clings to her hand, and when she starts to leave him, screams in terror and resists all efforts to pacify him, until the mother takes him home. She cannot get him to go to school again, and appeals to the teacher.

PROBLEM 49. — A teacher, noticing that one of the pupils is not paying attention during the reading lesson, calls on him suddenly. He is confused, hesitates, and begins to read in the wrong place. The teacher says: "Go to sleep again. Helen may read." The boy flushes and slinks into his seat.

PROBLEM 50. — A teacher is dissatisfied with the work of her class in spelling and announces that every misspelled word must be rewritten twenty times. This does not have much effect.

PROBLEM 51. — A class makes a poor showing in fire drill. Pupils move too slowly and there is a good deal of talking and laughing. The teacher criticizes the performance, emphasizes the importance of the drill, and warns the pupils to be on the alert the next time. The class seems to be impressed, but at the next drill, three weeks later, does little better.

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CHAPTER IV

PROBLEMS OF DISCIPLINE

The Child's Attitude, Self-Direction, Ideals

Problem 52. — A boy defaces the school building by writing on the plaster walls. On entering the school, the teacher observes a group of children examining the scrawl. A boy remarks jokingly: "That looks like your writing, Tom." Tom replies: "Sure, it's my writing."

The teacher asks him if he really did it, and he says again: "Sure." "Aren't you ashamed of yourself!" she exclaims angrily. "Go to the office and report to Mr. Brown what you have done."

The principal insists on his making a public apology. The boy refuses at first but when the principal starts to write a letter to his father, he consents rather than take the inevitable whipping. When called upon to make his apology, he mumbles a few words and slinks sullenly into his seat. The teacher overhears some of the boys talking about the matter. One says: "He was a fool to tell. They wouldn't have caught him if he had kept still." In a day or two, there is more writing on the walls but all efforts to discover the offender are fruitless. The defacement continues until teachers or monitors are placed on guard, so that pupils are never without supervision.

One of the teachers, Miss B., is greatly distressed by the situation. She detests the police work and feels that it is having a bad effect upon her class. After a time, she de-

cides to discuss the matter with her pupils. She explains her desire to be relieved of the necessity of doing guard duty, saying that it makes her appear distrustful of the pupils, whereas she knows that they are perfectly capable of taking care of themselves. She suggests that if the members of the class are willing to take the responsibility for their conduct when she is not present, she will ask the principal to excuse her from the duty of watching them. The class seems to welcome the suggestion, but one of the pupils objects that, if there should be any marking of the walls, this class would be blamed. "But the other pupils will not be left alone," says the teacher, "so if we take care of ourselves, there will be no trouble."

The pupil is not convinced. "They can't watch all the time," he argues. "When somebody is trying to prevent you from doing something, it makes you want to do it. Old Jones is always watching his orchard and complaining to the policeman, but the boys keep swiping his apples; it's such fun to fool him. All the fellows are looking for a chance to mark the walls and they'll do it pretty soon."

"I see," says the teacher, "but suppose our class should propose that the whole school adopt my scheme. Do you think that the other classes would agree to do their part?"

"I think so," replies the boy, "but I don't know about Tom and his crowd. They are sore because he had to apologize."

"Well," says the teacher, "let us think it over. We needn't say anything about it to anyone else until we decide what to do."

She then goes to the principal, explains her own point of view, and reports the class discussion. He listens with in-

terest until she has finished her statement and then says: "I have been thinking about the matter a great deal. It is clear that we have not handled it properly, and a bad spirit has grown up, but I have been puzzled as to the best way to overcome it. I like the idea of having your class take the lead, but first I must see if I can change Tom's attitude. That forced apology was a blunder. Indeed, I have come to the conclusion that, unless an apology is voluntary and sincere, it is worse than useless."

At the first convenient opportunity, the principal says to the boy: "Tom, you remember the trouble that we had a little while ago." The boy nods. "Well, there is one thing that I want you to know, and that is that I respect you for owning up when nobody knew who did the damage. It was a square thing to do. And there is one thing that I want to understand myself. Why were you so unwilling to apologize?" The boy hesitates but finally says: "Because you wanted to make a fool of me before the school." "So that was it," says the principal. "Well, since you felt that way about it, I am very sorry that I made you apologize. You had injured the building which belongs to all of us, so I thought you ought to apologize to all of us. If you had felt about it as I thought you ought to feel, you would not have been making a fool of yourself but setting yourself right before the school. But there was no use in saying the words if you didn't mean them, so I am sorry that I forced you to do it.

Now I think I know a much better plan than the one we are using for preventing injury to the building, but we shall need your help. It is absurd to make teachers act as policemen. They can't prevent injury if pupils really

want to cause damage. But why should pupils want to do so? It is their building and I should like to have them take charge of it. Do you think they can?"

"Yes, if they want to," is the boy's answer.

"Will you help?" asks the teacher.

"Yes," is the half-hearted reply.

Miss B.'s class prepares a letter to the principal, asking that the pupils be permitted the same freedom as before the trouble, provided they agree to take care of the building. The letter is read at an assembly of the upper grades, and the principal requests each class to discuss the matter and to write him a letter stating whether the class wishes to have the proposal adopted. All the classes vote approval and each appoints a committee to have oversight of its room and a delegate to a school committee which is to see that the building outside the classrooms receives proper care. Tom is made a member of the committee.

PROBLEM 53.

LINCOLN JUNIOR HIGH SCHOOL

OFFICE OF THE PRINCIPAL

NOTICE TO TEACHERS

THE SUBJECT OF THE NEXT TEACHERS' MEETING WILL BE

CONDUCT DURING INTERMISSION PERIODS

Mr. Evans will report on his day of observation in the H—— School, where pupils pass from one recitation room to another without supervision and without forming in files. He recommends that we adopt the same plan. Come prepared to discuss this proposal.

EDW. B. JACKSON
Principal

Mr. Evans speaks as follows: "What I noticed especially was the fine spirit. I arrived just as the pupils were passing from one recitation room to another. I was surprised to see that there were no files and many were talking and laughing. I assumed that the teacher in charge of this part of the building must be absent from his post. I asked where I could find the principal and was directed to the office on the second floor. As I went up the stairway, pupils stepped aside courteously to allow me to pass but showed no embarrassment, giving the impression that the condition which had surprised me was not unusual. As I reached the head of the stairs, I was prepared to greet the teacher who would naturally be there, but no teacher was in sight. As I walked along, glancing through the doors, I saw teachers talking with pupils, writing on the blackboards, or seated at their desks. None of them acted as if he belonged anywhere else. Evidently they were not expected to supervise pupils during the intermission.

This was at first a real shock. It had never occurred to me that such an arrangement was possible. As the idea penetrated my mind, I stopped instinctively and looked for the inevitable 'rough-house.' To my amazement there were no signs of it. The pupils all seemed to know where they were going and were on their way in what would have seemed a perfectly natural manner if they had not been in school. 'Probably there are monitors' I thought, but I saw none. I noticed a few cases of 'fooling' but not enough to overcome the mental 'jolt' which this new phenomenon had given me. In a minute or two the corridors were empty, the bells rang for the next recitation, and the building was quiet.

As soon as I had introduced myself to the principal, I asked about the monitors. 'We do not believe in monitors,' said he. 'Then how do you get such good order?' I asked. 'If our teachers should stay in their classrooms during intermission periods, we should have running and pushing and unlimited noise.' 'It takes time to make the change,' he replied. 'We always had filing under the supervision of teachers until two years ago, but we had to deal constantly with infractions of discipline and teachers were harassed by the duty of controlling pupils when they ought to have been relaxing a bit between classes. Worst of all, pupils were getting no valuable training which would be of use outside the school. We discussed the matter thoroughly with the pupils and then tried out the present plan. We had trouble for some time, partly from pupils and partly from teachers, who could not overcome their fixed ideas and to whom anything but marching in file without talking was disorder. However, the school as a whole liked the new plan and gradually became used to it. Now we rarely have cases of real disorder. We are all proud of our school and what it stands for. One of our ideals is *ability to take care of myself so as not to interfere with the rights or comfort of others*.'

The idea took hold of me at once. I caught myself thinking about it as I sat in the recitation rooms, and by the time I reached home, I had transformed our own school — in my mind's eye. Why shouldn't we adopt the plan?"

The report precipitates a vigorous discussion. Some teachers support the recommendation, but many offer objections. One says: "It would never work with our pupils. Can you imagine what Ed. Murphy and the

Romelli boy would do if we left them to take care of themselves?" This brings an appreciative laugh. Another says: "I know a teacher who was in that school last year. She says the plan is just a fad of the principal's, the teachers don't like it, and she herself was so disgusted that she couldn't stay." A third remarks: "They tried a scheme like that in a school in my home town, and it was such a failure that the principal was dismissed, and the school board appointed a man who had the reputation of being a rigid disciplinarian."

The teacher who started the argument soon sees that no progress is to be made by prolonging it. The teachers are taking sides and ignoring arguments which do not support their own views. He has set his heart on a trial of the plan but realizes that it will be a failure unless it is started under favorable conditions, not the least important of which is the confidence and support of the teachers. He says: "Perhaps I have judged too hastily. Evidently the problem is not a simple one. I was so delighted with what I saw the other day that I was eager to transform our school at once, but I see now that we should be inviting failure if we should make the change without studying the matter carefully and profiting by experience elsewhere. I suggest that a committee be appointed to study the matter. Let other teachers visit the school which impressed me so much. If they go on different days, the combined observations ought to settle the question as to whether the plan is really working well, or whether I saw the school under exceptional conditions. We ought to have also all the facts about the other experiments which have been mentioned in our discussion. In what respects have the successful trials dif-

fered from the failures? What are the causes of the failures? Were the same conditions met in the successful cases? If so, how were they overcome?"

The suggestion is accepted and the committee appointed. Letters are written to principals and teachers who are known to have had experience with a plan of unsupervised movement of pupils outside the classrooms, and visits are made to other schools. Several weeks later the committee reports as follows:

"We first visited the H —— School whose plan was described at the last meeting. We are able to confirm the report made then. The plan is working well in that school. We saw a few cases which might be regarded as disorder, but not nearly as many as in other schools in which pupils were always under supervision and passing in file. We were all impressed with the attitude of the pupils. They seem to have learned to take care of themselves and to take pride in their ability to do so. We asked one of the boys about it. He turned out to be a newcomer, having moved into town within a month. He said: 'It seemed funny at first. We always marched in file where I came from, but when I saw the way the other fellows did I soon caught on. Somehow you don't feel so much like rough-housing, when nobody is looking for trouble.'

We then visited another school which was reported to have a similar plan in force. In this case, we were not favorably impressed. The attitude of the pupils seemed different. There was much more noise and less evidence of self-control. We saw a good many examples of rudeness and some scuffling. There was no movement in file, but there were student monitors and we saw teachers admonish-

ing pupils, although we were told that they were not required to exercise any responsibility.

Next we paid another visit to the H —— School and asked the principal some questions which had been suggested by our visits and by the letters which we had received in reply to our inquiries. Following are the questions and his replies:

1. Is there anything peculiar in the home training or previous experience of your pupils, which accounts for their response to the plan in operation?

'I think not. This is an average high school, as far as the personnel of its students is concerned.'

2. How do you account for the difference in attitude and behavior between your own students and those of other schools where the plan has not succeeded?

'There are probably several reasons. One of them may be a difference in preparation. We discussed the matter very thoroughly in our teachers' meetings, in assembly, and in the classrooms, before we tried it. We did not try to force it, but waited until the great majority of pupils and teachers were eager to begin.

Another reason may be in the attitude of the teachers. We realize that the plan involves a hard test for youngsters and that they need help and encouragement. The greatest difficulty at first was due to teachers who persisted in taking matters out of the hands of the pupils, and who were always watching for trouble and disciplining the offenders. Pupils respond to suggestion readily. They know now that we have confidence in them. We encourage them and when something goes wrong, take them into counsel and help them to correct the trouble.

Another difference may be in the understanding of the plan. Some failures are due to an attempt to deal with it as a mechanical scheme, whereas it is really a matter of ideals. The essential point is not absence of teachers or informality of movement. It is desire in the minds of the pupils to depend upon themselves. The other features naturally follow.

Perhaps the chief difference is due to the importance which teachers attach to the purpose aimed at. We believe that one of the most important duties of the school is to develop ideals and habits which are needed in the good citizen. One of these is to attend to one's own affairs without interfering with other people. From this point of view, the question was not the adoption of this scheme or that, but, 'How can we train pupils to be self-directing?' We have taken this training to be a definite responsibility, a test of our success. Therefore we have met the various difficulties which have arisen not as signs that pupils cannot be made responsible for their own conduct, but as factors in our problem which must be studied.'"

"We recommend"— the committee continues — "that the plan as carried out in the H —— School be adopted, provided that, after discussion, at least four fifths of the teachers approve. If approved, we recommend that the subject be taken up carefully with the pupils in a series of assemblies, followed by discussions in class meetings. We suggest that a committee of pupils visit the H —— School, talk with the pupils there, and then tell our school what they have seen and heard. We recommend that the plan be put in operation when a large majority of the pupils show a strong desire for it."

PROBLEM 54. — In marking a set of examination papers, a teacher notices a peculiar mistake and, a little later, she finds exactly the same error in another paper. She therefore compares the two papers and finds that parts of them are almost identical. The similarity is too perfect to be accidental and, since the abler student sits in front of the other, she is forced to conclude that both have shared in the deception.

In accordance with her usual practice, she marks both papers "zero" and notifies the two pupils to see her at the close of school. When confronted with the evidence, one admits that, at the request of the other, she passed back the sheets as she finished them. She protests against the mark given her and, when told that a person who helps another to cheat is just as guilty as the cheater, she says it isn't fair, that she would have been considered a snob if she had refused the request. The other girl says that she copied only a small part of the paper and she ought not to be marked "zero." The teacher says that cheating is a grave offense and that, in addition to the mark, there will be a severe penalty. To this the pupil retorts that lots of the pupils do the same thing and she doesn't see anything very bad about it. Her brother has told her how the students fool their professors at college.

Our teacher sees that punishment alone will not change the girls' attitude, and she fears that they are right in their estimate of class sentiment. She feels the need of reflection upon the problem, so she tells the girls to think the matter over and they will discuss it further the next day. She detests cheating, but she knows that there was plenty of it when she was in school, and she recognizes that little will be accomplished by merely punishing the occasional cases which are managed so crudely as to make detection

easy. So long as class sentiment tolerates cheating, drastic punishment will probably make pupils more wary. She must find a way to make cheating contemptible in the eyes of the students.

She decides that she ought first to understand the pupils' point of view, so she invites a few of the clear-headed members of the class to meet her, explains that she has discovered some cases of cheating and wants to know what the class think about it. Most of the pupils say that they don't cheat themselves, but nobody thinks much about it because it is so common. They agree that a pupil who refuses to loan his paper or whisper the answer when asked to do so is considered a "goody-goody." Some of the cheating is just for the fun of fooling the teacher.

She then takes the problem up with the class. She asks if anyone knows of a case when a baseball game was won by cheating. Some cases are described. "Does our team know those tricks?" she asks. "They know them but they wouldn't use them," answers a boy. "But why not? There might be a close game, when, by cheating a little the game would be saved." "But we'd feel mean. We'd rather lose," he protests. "Everybody would say that we couldn't win fairly." "But suppose nobody knew except the player who cheated." "Well, if we found him out, we'd kick him off the team, and if we didn't, he'd kick himself, if he is any sort of a fellow. He'd know he was yellow, and all of our fellows are good sports." "How about other games," she asks, "tennis or cards?" The class agrees that the principle is the same — no fun in winning unless you do it fairly.

"Well, do you feel the same way about cheating in

school?" No answer. "If you were working for a prize, would you be satisfied to get it by cheating?" There is a general shaking of heads. One pupil says: "That would be just like playing a game." "But it is different to cheat the teacher, I suppose." The class looks a little embarrassed and somewhat puzzled. Finally one says: "It does seem different. You see the teacher is there to stop cheating. She isn't in the same class with you." "I see," says the teacher. "Cheating her is like stealing apples. It is rather exciting because you may be caught, and it is good fun to fool the older person, when it would be mean to cheat against one of your own number." Several pupils nod. Others look doubtful. "Now what is the teacher trying to do?" she goes on. "To help us to learn," someone says. "So when you cheat her, you are trying to beat her in her efforts to help you. Who is really being cheated, do you think?" "We are," answer several. "Now see here, boys and girls. I really want to help you to succeed. If you deceive me, making me believe that you know more than you do, it is rather stupid, isn't it? I can understand the fun of fooling the teacher when she is trying to catch someone, but it seems rather mean as well as stupid to fool her if she is just trying to help you. I think we ought to work together, don't you?" They nod. "And wouldn't you feel prouder of the class if it should stand for no cheating, for earning honestly what you get?"

There is general assent.

The teacher writes on the board: "We stand for fair play and honest work." "Shall we make that our class motto?" she asks. "Those who want to vote for it say 'Aye'; those opposed, 'No.' It is a unanimous vote."

PROBLEM 55. — A high school teacher is the faculty member of a literary society, membership in which is highly prized. New members are admitted by majority vote. Candidates for admission are required to read an original composition. At one of the meetings, the son of a junk dealer whose manners and personal appearance have made him unpopular, reads an essay which is far superior to any of the others. When the votes are counted, it is found that three candidates have been elected, but the unpopular boy lacks several votes of receiving a majority.

One of the members immediately protests, saying that C.'s composition was the best, and appealing to the teacher's judgment. She says that, in her opinion, the essay was one of the best pieces of work by a high school student that she has ever heard. Then someone moves that another vote be taken. The motion is carried although many of the students refrain from voting. When the ballots are counted, the result is found to be the same as before. The boy who made the protest now declares that he will not be a member of a snobbish society and starts to leave the room. The teacher interposes, saying that it will injure the club and the school if the matter is allowed to rest with a decision which some of the members consider unjust. She suggests that the action taken be rescinded and that the election be postponed to a special meeting, thus giving time for careful consideration. This plan is adopted and the rest of the day's program is carried out.

During the next few days, several pupils come voluntarily to discuss the matter with the teacher, and she consults others on her own initiative. One pupil says: "C. would spoil the society. He is so unbearably conceited, he would talk all the time just as he does in class." Another argues: "He isn't really smart. He just works all the time. He

has probably been working on that composition for a month just to force himself in." Another says: "You can't snub him. He never seems to know when he isn't wanted." Another member declares: "He isn't clean. If fellows like C. are coming into this club, I shall resign."

The teacher thinks the matter over with care. She feels that, in justice to the boy, he ought to be admitted but she is aware that the descriptions of his disagreeable personal characteristics are based on fact. She must try to help him to overcome them. She considers the possibility of insisting on his admission and even refusing to remain a member of the society unless this is done, but on reflection she sees that such action would merely be dodging the chief problem. She will have to try to lead these boys and girls to adopt sound ideals in their relationships with other people.

At the special meeting the teacher says: "Before we vote again for new members, I think we ought to settle some questions about the aims of the society. My first question is this: 'Is the chief purpose of the club to give pleasure to the members or has it some more important purpose?'" Several views are expressed, among them: "To help us to write better." "To help us to understand and enjoy good literature." "To develop literary ability in the school."

"What should be the conditions of membership?" she asks next. Various answers are given, most of them equivalent to "ability to write well." One says: "It won't do to admit members who don't fit in." Nodding of heads indicates that this appeals to most of the members. "Why?" asks the teacher. "Because we won't care so

much for the club and we won't do as good work, unless we work together. If we take in people who don't fit, there will be two parties instead of a team."

"Would it be wise to admit members who haven't much ability or interest in writing, because they are congenial?" The general sentiment is negative. "Why?" "Because nobody would take pride in being a member. People want to get in because they have to work for it."

"Would it be a good thing to have it understood in the school that some people could not hope to become members, no matter how well they might write?" This causes a good deal of discussion. One member says that if social standing were considered, the club would get the reputation of being snobbish, that in a public school everybody ought to have a chance.

The teacher then says: "We are facing one of the great problems which every democratic organization has to meet. We believe in a general way that everyone ought to have the same chance, but naturally we have dislikes and prejudices. It is easy to form into classes or groups, but if we do so, the groups do not understand each other and soon come to dislike each other. Then we have antagonism instead of coöperation. Some of the wisest men have thought about this problem and nobody has solved it, because it is human nature to be more interested in one's self and one's friends than in the other fellow. One of these wise men has proposed an ideal for the members of a democratic organization which I like best of all that I have read. It is that each member should feel an interest in helping another to make the best of himself. He may not wish to be like the other fellow, but he will not despise

him or try to prevent his success. He will try to help him to overcome his difficulties and to do his best.

Now how can we solve this problem for our society? We want our organization to be of the greatest possible value to the school. We want to do all that we can to encourage those who have the capacity for good literary work to develop it. We don't want to shut the door against anyone who has literary talent, and yet we must have members who can work together heartily if we are to do our best work. Have you any suggestions?"

One member says: "It seems rather silly for thirty people to be afraid of one. If we really take an interest in the new member and admire his work, we can probably help him to change the things which make people dislike him. He will have to overcome them some time, or he won't be able to make the best of himself. It would be a fine thing if our club could help to set him right." Another says: "Why not have an understanding with new members that, besides meeting the literary test, members of the club must be good club members and work well with the rest? We might admit candidates who pass the literary test but not make them full members until they have shown ability to work well with the crowd."

Principles Relating to the Child's Attitude

1. The teacher should aim to have the child understand and become interested in the purpose of a requirement.
2. Confidence in the good will and ability of pupils is stimulating to effort. Distrust often has the opposite effect.
3. The teacher should aim to develop self-direction.
4. Restrictions upon voluntary individual action should be made only when the welfare of the individual or of the group clearly makes this necessary. Social behavior does

not develop where children merely follow commands. A sense of responsibility cannot grow unless there is opportunity for exercising it.

5. In attempting to place responsibility upon pupils, care should be taken not to give them more than they can carry successfully. Failure is discouraging. Success is stimulating.
6. In attempting to correct a fault, the teacher should be careful not to discourage a valuable attitude which is associated with it.
7. The teacher must be careful not to misjudge a pupil's motive.
8. An enforced apology is valueless. It is usually prompted by a desire to humiliate the offender. It does not change his attitude, except for the worse.
9. Voluntary conformity to standards of the group is a more valuable social attitude than response to a stronger personality or acquiescence through fear of consequences.
10. Many offenses are more effectively handled through appeal to public sentiment than through attempts to catch and punish the culprit.
11. Pupils should learn to help one another. The development of individuals may be made a class problem.
12. Probably the most important duty of the teacher is the cultivation of ideals in the minds of the pupils. Habits developed by external control are apt to break down when conditions change. Ideals, sincerely held, may have a permanent influence.

Problems for the Reader to Solve

Problem 56. — A boy in Miss A.'s class is whipped by two boys in a higher grade. The whipping took place on the school grounds. The next day, Miss A. sends for the two boys and questions them. Their only reply is: "I don't know." After detaining them after school for four days, they still refuse to talk. Miss A. feels that if she lets them go without an explanation, they will boast that they have "put it over on her." She is anxious to settle the matter without appealing to higher authority.

PROBLEM 57. — In a sixth-grade class, there is a boy whom the teacher suspects of smoking and other bad habits. His attitude in the classroom is apparently satisfactory, but she knows that his influence upon the other boys is harmful. Discussions of the dangers of evil companionship seem to bring no good result.

PROBLEM 58. — At a teachers' meeting at the beginning of a school year, it is suggested that teachers give special attention to the problem of developing initiative and power of self-direction. The principal remarks that this concerns only teachers of the third grade and above, as little children must obviously be controlled by adults. He thinks that in the kindergarten and first two grades, the task of the teachers is to develop habits of obedience. Some of the teachers of these grades protest that even the youngest children can learn to be self-directing in many ways. The principal says: "You will have to prove it to me. You may have a free hand for this term, but I want to see results."

PROBLEM 59. — A boy mimics the teacher, repeating her words in a tone audible to most of the children. The teacher hears him and is very angry. She sends him to the principal with a note saying that he has been unbearably impudent and she will not have him in her class until he has apologized publicly.

PROBLEM 60. — A young teacher visits the class of an experienced teacher. The latter has the practice of dismissing her class by giving commands, thus: "Girls, one." Girls are expected to turn in their seats. "Two." Girls rise and face the rear. "Three." Girls pass to the coat room. "Boys, one," etc. The visiting teacher has had a less formal method of dismissal but is interested in the plan observed and puts it into effect in her own classroom. At the next visit of the superintendent, he asks the reason for the change. She is surprised because she had expected to make a good impression. He asks her to think the matter over and tell him which method is best and why.

PROBLEM 61. — A teacher prepares for an examination by having textbooks brought to the front of the room, and announcing that anyone who is caught looking at another paper

or communicating with anyone else will be required to put his paper in the waste basket. He patrols the room during the examination and destroys the paper of a pupil who signals to another for the purpose of borrowing an eraser. Nevertheless some pupils succeed in cheating.

PROBLEM 62. — A boy of thirteen hates school, plays truant occasionally, and makes little effort.

PROBLEM 63. — A new high school building soon shows evidence of deterioration. Desks are scratched and cut, varnish is worn off chair rails, furniture is broken, and walls are badly soiled. The principal asks the teachers to make an earnest effort to solve the problem.

PROBLEM 64. — A child is habitually dirty and unkempt, is sullen and uncommunicative. Other children avoid him.

PROBLEM 65. — A senior class in the high school has been divided into debating teams. On the day preceding the first debate, the teacher overhears a girl say: "We've got to win this debate; I made a bet of a soda with Helen." The teacher realizes that she has the desired interest on the part of the debating class, but she is dismayed at the outcome. She is inclined to think that more than one bet has been made. She wonders whether she should ignore the bets, call off the debates, give strict command that there is to be no betting, or what?

PROBLEM 66. — A school song is written by a talented high school student and is set to music by the instructor but the students show little enthusiasm for it. They delight in a song written by another pupil although the words are doggerel, the theme mere boasting, and the language very inferior. The music is a popular rag-time tune. They are almost unanimously in favor of adopting the second song as the school song and ask to have it on the graduation program. The music teacher and some of the English teachers realize that they have not succeeded in accomplishing purposes which are prominently stated in the course of study.

PROBLEM 67. — During a fire drill children are orderly while under the eye of a teacher, but talk when she cannot see them.

Some push, others loiter. They regard the drill as a routine which does not call for any individual responsibility.

PROBLEM 68. — The subject of class discussion is "Immigration." Most of the boys and girls are of American parentage but the father of a Polish boy is just taking out naturalization papers and another member of the class is an Italian. A snobbish attitude is taken by a few of the pupils. A hurt look comes into the eyes of the two foreigners but the teacher is the only one who notices it.

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CHAPTER V

PROBLEMS OF SUBJECT MATTER

Selection of Educational Material; Relation of Subject Matter to Educational Purpose; Making a Course of Study; How to Test the Value of Subject Matter

Problem 69. — A teacher is at work upon her lesson plans. She is about to introduce the class to long division and is puzzling over the selection of suitable problems. The textbook presents the new process by working out an abstract example. Following this is a large number of similar examples and then several pages of problems many of which are quite artificial. The teacher feels that this material is not satisfactory but is finding it difficult to think of anything better.

At this point her roommate comes in and rallies her on the seriousness with which she takes this lesson planning. She says: "What's the use of wasting your evenings trying to improve on the textbook? That isn't the teacher's business. We have troubles enough managing children and getting them to learn what is in the books. I can't bother my head to decide what to teach. That is the superintendent's business. If we are told what the children are expected to know at the end of the term, we can pound it into their heads. Here, look at my plan book. If you would make out yours the same way, you would have time to get more fun out of life."

Our teacher opens the book and finds a record like this:

Reading: Begin page 114, line 9.
Arithmetic: Problems, page 211.
History: Chapter V to bottom of page 84.
Geography: Finish Europe.
Spelling: Lesson 10.

"I divide the assignment for the term," the roommate adds, "so as to leave a few weeks for review at the end. That's all there is to it."

"Beautifully simple," observes the first teacher, "but is it education? I can't forget that I have the lives of forty children in my hands for a year. I am expected to do my part to prepare them for citizenship. Nobody seems to know just how this is to be done, but I can't believe that we can make citizens by just covering ground in a textbook which is written for sale through the whole country and without having in mind the specific needs of individual children. Doing all these artificial examples doesn't seem to fit children to meet situations outside the school. They seem to be learning to do things which the school calls for without fully comprehending them. Apparently they are not getting practical experience and if I am right they are wasting valuable time."

"Well, why should we worry?" retorts the other. "We girls can't expect to do better than the 'big bugs' in education, can we?" "No, except perhaps in our own jobs. We have one great advantage, I think, and that is that we are with the children all the time. We know them individually and know how they respond to the material which we teach them. The people who write the textbooks have to shoot in the air, so to speak. If we don't adapt their material to our own pupils and supplement it by mate-

rial which we collect ourselves for their special use, why should it reach the mark?"

"What are you working on now?" asks the roommate. "Long division." "Well, surely that doesn't need any adaptation. Long division is just long division. The children have just got to learn how to do it and practice until they can do it without mistakes. The textbook gives you all the practice problems you need, I should think."

"That's the way it used to look to me," our teacher answers, "but I find two difficulties. Some of the children don't learn to divide accurately, even with endless practice, and others, who learn the process perfectly and delight in it, don't seem to know when to use it, especially when the problem is of a different sort from those in the book. They seem just to be learning a 'stunt' for use in school. They aren't interested in finding out something. They are just as well satisfied with an absurd answer as a correct one, until it is marked wrong."

"Oh! Children have always been like that and always will be," objects the friend. "You are looking for the millennium." "No, I'm not," retorts the other. "I don't expect perfect work from children, but if long division is really suitable material for fourth graders, it must be possible for most pupils in that grade to learn to use it practically. I notice that the boys in my class who sell papers or help their fathers in the store are quick and accurate in making change. They seem to acquire, through practical experience, a confidence in dealing with situations requiring the use of arithmetical processes which our school work does not give. I am trying to think of a way of taking up long division which will help the children to master it as a tool

as these boys have learned to calculate in their small business experience."

"Have you made any progress?" asks the friend. "Perhaps a little. One reason why the boys learn to make change so well is probably because they have a strong motive. They don't learn to make change as an exercise. They have to learn it or they will lose money or irritate a customer. If I can think of something which my children really want to know and which depends upon long division, perhaps they will be more eager to learn the process and will do so with a clearer understanding of what it is all about than if I use the abstract example in the book."

"There are plenty of concrete problems in the book," suggests the roommate. "But not the kind that I want. They are all made up by the author. Nobody would ever solve many of them in real life, and none of them are real problems for my children in the sense that they want to know the answers for their own purposes. Take this one, for example: 'A man gives a box of 156 apples to 12 boys. How many apples will each boy receive?' Children won't be much excited over that problem. Probably not one of them will ever be in such a situation and if it should really happen, they would probably distribute the apples one at a time and do it more quickly than by counting the boxful and using long division."

"I wonder if fourth-grade children ever have occasion to use long division for their own purposes," the roommate queries. "That is just what I have been trying to decide," says the first teacher. "As a matter of fact, I doubt whether many people have occasion to use the process very frequently. The only occasion that I can think

of when I have used it this fall is in working out averages and percentages in my monthly reports." "Do you think long division ought to be postponed until later in the course?" asks the other. "It is always taught as early as the fourth grade. There must be a reason for that." "I don't know," is the reply. "It would seem sensible to postpone it until children have a need for it, but there may be a danger in such a plan. I was talking recently with a teacher who taught for several years in a private school, where they tried just that scheme. It seemed to work splendidly for a time. The children were enthusiastic in their interest and became very skillful in thinking out and executing their own problems, but in the upper grades, when they were nearly ready to enter another school, it seemed necessary for them to learn some of the things which had been omitted but which they would be expected to know. This teacher said she had a terrible time in teaching long division. The children found it mere drudgery. Now, you know, fourth-grade children like to work at long division and often work out absurdly long examples just for the fun of it. It seems as though there were a period when children are interested in such mechanical work and can easily master it. If that is so, we ought to take advantage of it, but the difficulty is to make it mean anything to them, to have them think what they are doing instead of merely juggle with figures. There ought to be some very careful experiments to determine whether it is really important that children should learn this abstract work far beyond their powers of applying it practically. In the meantime, I must teach it and use the best material that I can find for making it real."

"Still I don't see how you are going to find anything better than the problems in the book," objects the roommate. "I am going to begin," the first teacher answers, "by thinking of what children do and think about in and out of school and see if I can find any situations where long division would be useful. Then I can bring about the situation in class and let the children discover the need of dividing and realize that they don't know how. If I can reach that point they will be ready to learn the process for a purpose, and after they have used it in solving their own problems, we can probably carry it further without losing sight of its meaning."

A few days later, the fourth-grade teacher is again at work but with a different expression on her face. The roommate notices the change and says: "Don't keep me in suspense. Evidently the fourth graders have met long division. How did it happen?" "Not quite as I expected," the other replies. "I had been trying to discover a way to make the introduction and, after all, it happened accidentally. When I went to school the morning after our talk, I found a notice from the principal saying that the appropriation for supplies had been exhausted and we should have to manage for the rest of the year with those already in hand. Immediately after the opening exercises I explained the situation to the children and told them that unless we were very careful in the use of paper and pencils, we should have nothing to work with at the end of the term. I asked them what we could do to prevent this. Someone said: 'Be careful not to drop pencils and break the points.' Another said: 'Be careful not to make mistakes and spoil the paper.' Then one of the

children surprised me by saying: 'Let's see how much paper there is for each day and then never use any more than that.'

I saw at once that here was my chance, so although my program called for a language lesson, I said 'I think that's a fine idea. Shall we do it?' The class was keenly interested. They were not thinking of arithmetic at all, but here was a real problem.

We divided up the work of counting the supplies, and incidentally they discovered that a ream package of paper contains five hundred sheets. The children found that we had 3367 sheets of pencil paper. After a good deal of puzzling and argument in which I took very little part, they decided that they would need to know how many more days of school there were. With the help of a calendar, they found that there were 47 days.

Then the question was before us: 'How many sheets can we use each day?' We decided to think about this until the next day and we agreed that it would be fun to find out how to do it ourselves instead of asking anyone at home to help us. I noticed that some of the children were working on the puzzle at odd times during the day.

The next morning, one of the boys announced that he knew pretty nearly how many sheets we could use daily. There would be a little more than nine weeks, with five school days in each week. If it were exactly nine weeks, there would be 374 sheets for each week and that would allow the use of 75 sheets a day except on Fridays when there would be only 74. After he had explained his plan carefully, the class saw that this would be nearly right, but if we should use 75 sheets a day, nothing would be left for the last two weeks.

The children agreed that the proper daily allowance was less than 75 sheets but there were many different opinions as to the proper figure. Some thought that 74 sheets would be right but most of the class thought that too many. 'Can you prove that 74 is too many?' I asked. They studied this question for a time and several wrong proposals were made.

Finally someone who had been working with his pencil announced: 'If we use 74 sheets a day, we should need 3478 sheets for 47 days.' That gave the clue to other members of the class and in a few minutes they had discovered that we could use 71 sheets each day and 30 sheets would be left over.

Our problem was done but we still had to work out the daily allowances of paper for ink and drawing paper. I said: 'Would you like to have me show you a quicker way to find the answer?' Of course they would, so I took the original problem and showed them how to find how many times 47 will go in 3367. They knew the answer and were quite excited when they found that my answer was the same, although it took only a few minutes to work it out. They worked it out in the new way for themselves and then calculated the allowances of the other kinds of paper.

The children have become interested in the process and are eager to have practice problems. I cannot tell yet whether this method of introducing long division will have any permanent effect upon their ability to divide, but at this stage they certainly understand better than any of my previous classes what long division is for and when to use it."

PROBLEM 70. — A sixth-grade teacher, Miss E., complains that she cannot cover the work in geography assigned to the grade. The course of study statement is: "Geography of South America, Europe, Asia, Africa, and Australia." In the textbook 172 pages are devoted to these continents. The class is provided with geographical readers also. The principal appoints a committee of teachers, including Miss E., to consider the sixth-grade assignment and, if it is thought to be unsatisfactory, to recommend definite changes.

The chairman of the committee first calls upon Miss E. to explain her experience. She says: "I am convinced that too much material is assigned to the sixth grade. I began the year's work by attempting to have the pupils master the facts in the textbook as we went along. I had to give sometimes three or four days to assignments that had been intended for a single lesson and when I questioned pupils on the work that we had been over a few weeks previously, I found that they had forgotten a great deal of it. At the end of the first half year, I found that we had covered little more than a fourth of the work, so I have been going more rapidly but the pupils are not mastering the facts. I believe in thoroughness but that is impossible if we pretend to cover so much ground. To-day I counted the number of separate facts mentioned on three pages of the textbook which I turned to at random, and I found about eighty facts on each of two pages and sixty on the third. Multiply 60 or 70 by 172 and see if it doesn't show the task to be impossible."

One of the older teachers says: "Of course it's impossible if you put it that way. I have been teaching the sixth grade for a good many years, but I am sure that I don't know all the facts in the textbook."

"Then why not cut down the number of facts to be studied? I don't see any use in pretending to teach a lot of things when we know they won't be learned. We ought to teach as much as can be done thoroughly and put the rest off to the next grade."

Someone makes the objection that there is the same difficulty in other grade assignments and says that the proposed plan would make it impossible to cover the geography of the world in the elementary school course. One teacher thinks that geography ought to be continued in the high school, but another objects that, since so many pupils never go to high school, the geography of the world ought to be covered in the elementary grades.

Next, the suggestion is made that the most important facts in the assignment of each grade be agreed upon and the rest eliminated. The conference adjourns at this point with the understanding that all the members of the committee will go over the assignment and come to the next meeting with definite opinions as to which parts are most important and which may be omitted.

At the next meeting it soon appears that there is no general agreement upon the relative importance of the various topics treated in the textbook. Almost every item seems to someone too valuable to omit and, on the other hand, hardly a statement receives unanimous endorsement as an essential element of one's geographical knowledge. The task begins to look discouraging, until one of the members of the committee says: "I don't believe that the chief result of a study of geography is a knowledge of facts. Of course one must know a good many facts and is bound to acquire them if he has any interest in the subject. He will retain

them, too, if he makes any use of them, and if he doesn't use them, he'll never miss them. I wonder if it isn't a mistake to try to load up a child's mind with information which he may possibly use some time. A great deal of such information is forgotten as we know, and when a person actually has need of some bit of geographical knowledge, he usually has to find out for himself by asking questions or consulting books. I don't believe we need to worry if our pupils do not master all the facts in the textbook provided they acquire a real interest in geography and ability to make use of maps and indexes to find out the answers to geographical questions."

This leads to a discussion of the purposes of studying geography. Such suggestions as these are made: to understand geographical references which one meets in one's reading or in conversation, to get ideas and information needed in travel or planning journeys, to enable one to do business intelligently outside one's own community, to enable one to appreciate one's own country, to develop interest in other lands and people, to enable one to think and act intelligently upon political questions involving domestic and foreign problems.

A vigorous discussion results in a general agreement that it is hopeless to attempt to learn in school all the geographical knowledge that one may need to use and that in most cases the only effective plan is to get the information when it is needed. It is pointed out that when one has had occasion to look up facts for a particular purpose, they are likely to stick in his memory. The objection is made that many people never acquire the habit of looking up geographical references which they do not understand, but read

a newspaper article, for example, mispronouncing the names and having the vaguest possible ideas of the places referred to. This suggests that development of interest in geography and training in working out geographical problems should be given much attention by teachers.

"Are we to discard the textbook?" asks one doubtful teacher. "No," says another, "but I think it should be used more as a reference book and less as material for close consecutive study."

"How are we to develop that keen interest in other states and other lands which we have been talking about?" someone asks. "There is so little in the book about any one thing that it is not very exciting reading and does not make things real. It is just a compendium of facts." "That's right," says another. "The geographical readers are much more interesting. I think we ought to have a class library with books of travel and lots of pictures. My class got more real knowledge of China from a visit to a museum than from any number of regular lessons."

"Still I don't see just how to go to work," says the teacher who first criticized the sixth-grade assignment, "and what recommendation are we going to make to the superintendent?" The chairman suggests that these questions be left for the next meeting. At that time he asks if anyone has a definite plan to propose. One of the teachers responds as follows:

"We have agreed on the importance of developing a habit of attacking geographical problems as they arise. That has suggested to me the possibility of taking a series of problems as the basis of the work of the grade. I have made a list of such problems. There will not be time, I

think, to study all of them and probably everyone will have others to propose. Some will naturally be suggested by current events and I think that it would be well to allow the pupils some choice. Here is my list:

1. Taking a trip to South America, or Egypt, or any of the other countries.
2. Geography in the newspaper.
3. How we get our clothing or our food.
4. School children in other lands.
5. Making a class collection of foreign post-cards, pictures, etc.
6. The homes of foreign-born members of the class.
7. How business is done with foreign countries.

I think that by means of such problems we could arouse the interest and give the training which we desire to give. At the same time pupils would probably learn many of the facts which we have been trying to teach and many others. It is not unlikely that the children would become sufficiently interested in foreign countries to read rather widely both in the textbook and in other books."

The idea wins favor, various other problems are suggested, and discussion shows that very many of the conventional facts will naturally be brought out in the study.

"We are forgetting one thing," says the teacher from Missouri. "The examination! The superintendent will call for the location of Stockholm and the pupils will not know whether it is a river in India or an African desert."

It is clear that an examination of that sort would spoil the whole scheme. Therefore in the report which the chairman is authorized to make, he adds to the statement of purposes agreed on by the committee and the list of suggestive problems, a recommendation that, if a uniform

examination is to be given to all of the sixth grades, it be not a catechism upon geographical facts but a test of pupils' ability to work out geographical questions by the use of textbooks, maps, and any other available reference material.

PROBLEM 71. — A high school teacher of history, who is a candidate for a position, has an interview with the superintendent. The latter asks him to state his idea of the purpose of teaching history to high school students. The teacher replies that the chief purpose is to give pupils a knowledge of the past which will enable them to understand the problems of the present. The superintendent then says: "In teaching a class in American history, what material ordinarily given in the textbooks do you consider of most value for your purpose?" The teacher is unable to give a satisfactory answer. "Is there any historical material which is not usually included in high school textbooks which would be of greater value for your purpose than some of the usual material?" The teacher has no ready answer to this. He is mortified but excuses himself by saying that he had not expected such questions and would need time to answer them satisfactorily. "Very well," says the superintendent, "suppose you take time to reflect and send me your answers in a few days."

On the way home, the teacher is at first depressed. He feels that he has made a poor impression and will probably lose the position. He thinks that it will be a waste of time to study the superintendent's questions and write his answers. Such a paper, however well done, will not overcome the prejudice which his lack of definite ideas on these questions must have caused. He doubts whether any other superintendent would ask such questions. Then he falls to musing on the problem: "What historical material is of most service in understanding the present? Have I been teaching anything which has no such value? Do the books omit anything which would be of especial value

for this purpose?" Suddenly he says to himself: "I'll work this out, position or no position. I've been talking glibly about teaching history as a basis for understanding present problems and, when I'm challenged, I find that this is a mere phrase to me without any definite meaning. I believe that a knowledge of history ought to help one to understand present problems, but, as a matter of fact, I have made very little use of my own knowledge in this way. I may as well admit that what I have really been aiming at is a mastery of the textbook. What I ought to do is to select the historical material which fits the broader purpose."

Setting to work, the same evening, the teacher turns over the leaves of the textbook in search of topics which will help to interpret present problems. He finds the process discouraging. There is a multitude of facts and events set forth as a record of what happened long ago — interesting to anyone who enjoys history but suggesting no evident connection with the life of to-day. Then it occurs to him to begin at the other end, to consider what sort of knowledge a person needs, to cope with present problems, and then to see what history has to offer of such knowledge. After many hours of hard thinking and considerable revision of his first draft, he produces the following letter:

My dear Mr. Avery:

I have done some hard thinking on your questions and here are my answers. Whether or not you offer me the position, I am grateful to you for making me face problems which I had never recognized.

I have come to the conclusion that the most useful lessons of history are a knowledge of human nature — the way people behave in given circumstances, — of the important discoveries which people have made which have been a benefit to mankind and upon which our modern life depends, and of the fruitful

ideas which have had an important influence in shaping our customs and institutions. The advantage of using historical material in developing such knowledge is, I think, that it furnishes us with episodes which are more nearly complete than we can observe in current happenings. Causes and effects can be more clearly distinguished. Furthermore, the situations are usually less complex than those of modern life and are therefore more easily understood.

For the study of human nature, we ought to select situations in which such traits as courage, cowardice, loyalty, disloyalty, self-sacrifice, selfishness, coöperation, jealousy, public spirit, individualism, self-restraint, indulgence, thrift, extravagance, toleration, narrow-mindedness, leadership, fair-mindedness, prejudice are exemplified and their influence made apparent. For example, the services of discoverers, explorers, and pioneers in paving the way for our comfortable mode of life should be appreciated. The dependence of civilization upon the courage and enterprise of the pioneer in whatever field ought to be emphasized. We still have need of pioneers.

The struggle for independence, the political controversies, the various wars, the economic problems can all be taught as situations involving many of the elements which make up our difficulties, present and to come. If we succeed in interesting the students in the people who took part and in what they did, and if we help them to see similarities between the historical situations and those of the present, I think we shall develop sound ideas of human relationships and standards of conduct which will be permanently useful.

The study of history ought to teach one to be patient but hopeful. We are prone to inveigh against the discomforts, injustices, and evils of the present. By contrasting our surroundings with those of our fathers we can easily see that civilization is making progress. We ought to show our students that these great advances have taken time and perseverance, with temporary defeat and retrogression. The study should not be limited to mechanical inventions, the effect of which is so easily perceived, but should include the growth of our institutions, political, social, and economic. As examples we may mention the development of a strong national government as contrasted with the aggregation of mutually jealous colonies

under the Articles of Confederation and the growth of public schools since the days when education was the privilege of the well-to-do.

You asked me what material ordinarily given in the history textbooks I had found most useful in preparing pupils to understand present problems, and what material not ordinarily included could well be substituted for the conventionally accepted matter. It seems to me, on reflection, that on the whole, the textbook material is too meager. In the effort to keep the books within the limits of a year's work and at the same time to cover the most important events in our country's history, the authors have reduced the story to a bare outline and in so doing have eliminated the details which are needed for vividness and a sense of reality. If we are to get pupils keenly interested in real people living real lives, we must have something more than summaries.

Obviously, however, we shall not have time to go into great detail in regard to every phase of American history. There must be selection and variation of emphasis. Bearing in mind the chief purpose which we have set up for teaching history, I make two suggestions. First, I should have a large amount of cursory reading to arouse interest, give a sense of reality, and furnish a background. There should be no attempt to make pupils master the details of this reading. It should not be done for examination purposes. We know from experience that even when we seek to have pupils master a textbook of moderate size, they forget most of the details very soon after the examination. The important thing is that they should retain the fruitful ideas which will be of permanent value. They can look up the details whenever they need them.

Secondly, I should select a limited number of topics for very careful study and discussion — such topics as will be most valuable in bringing out the ideas which we want pupils to retain. The formation and development of the national government, the growth of ideas, institutions, and laws in regard to social justice, and the development of education in the joint interest of the state and the individual are among the topics which I should choose.

This method would omit, except for cursory reading, many topics upon which pupils are usually examined but I believe that

it would give a much better educational result. If our students carry away with them a real interest in history as a record of human life, some accurate knowledge of human nature, and sound ideals in regard to public spirit, obedience to law, co-operation, the value of morality, and the influence of leadership, we need not be greatly alarmed if they are unable to name the presidents in order or have forgotten the terms of the Missouri Compromise.

I have already suggested that pupils should read history in more detail than the ordinary textbook affords. I think there is also need of material of a different sort. Besides the lives of political and military heroes, we ought, if possible, to study the work of men and women who have made important contributions in other fields, — science, medicine, engineering, business, public service, education, religion.

If you can find time to comment on these suggestions, I shall be glad to have your criticisms.

Yours very truly,
Henry E. Taylor

PROBLEM 72. — As a preliminary to a revision of the course of study, teachers are asked to point out deficiencies in the existing course for their grades. The first-grade course is stated as follows:

Reading: Phonetic system. Word building. Perception cards. Blackboard work. Drill on "blend" and "family" words. Primer and two first readers. Alphabet. Oral reproductions. Mother Goose rimes. Fairy and nature stories. Simple dramatization. Poems suitable to the grade.

Spelling of words selected from the readers. Large free writing. Short written compositions.

Addition and subtraction facts of 1, 2, 3, 4 to 100. Writing and reading numbers to 100. Simple problems. Use of pound, yard, pint, quart, etc.

Easy drawing, color work, weaving, paper folding, paper cutting, pasting, sewing, basketry.

Singing and games. Simple calisthenics. Nature study.

A first-grade teacher prepares to write her criticisms. She reads over the statement of the course, and jots down the following notes:

"Reading: Not enough books. Class ought to read at least five. Some children can read ten." "Too much formal number work."

"That's not much in the way of criticism," she thinks. "Suppose those changes were made, would the course be satisfactory then? Let's see whether there are any important omissions. Ah! There's nothing about health. I am sure that some of our health lessons are quite as important as spelling or number combinations. And then take the work that I have been trying to do to develop courtesy and self-reliance and coöperation. There's nothing to suggest that. Of course, a teacher might develop those qualities while teaching what the outline calls for, but then she might not. As far as the outline goes, a teacher has done her full duty if the children have read two books, whether or not they have grown in self-reliance. The statement would give the impression that learning to read, learning number facts, and the other bits of knowledge are the important things, and the character elements are incidental, supposed apparently to develop as a by-product. They won't unless the teacher keeps them in mind. Ought they not to have a place in the course of study, since it is intended for the teacher's guidance?

The ground to be covered in formal knowledge seems reasonable enough, but that is all there is to the outline. My children do almost everything that is listed but the statement does not suggest living, growing, happy children. A first grade might cover this course of study and be a very

dull affair. There ought, I think, to be more suggestion of activity.

Let's forget the outline for a while and think of the children — think of them as they come in from the kindergarten, and then think of the changes that ought to take place in them in a year. After that, I can try to suggest what we should give the children to think about and to do, in order to produce the changes. Undoubtedly that will be a much harder thing to do than to criticize the amount and kind of formal subject matter laid out for the grade, but it will be interesting to see what I can do with it."

The teacher takes a fresh sheet of paper and writes: "1. Children at the beginning of the first grade." Under this she writes various notes at intervals after reflection, sometimes crossing out what she has written and making substitutions. The result is as follows:

"No two children are alike. Some are self-possessed, others timid. Some talk freely, others usually silent. Extent of vocabularies differs much. Ideas differ as widely as vocabularies. Some very well-mannered, others very crude. Most are affectionate, a few unresponsive. Some have learned to work pretty well with others, some act selfishly and need to be constantly controlled. Nearly all are obedient. Most of the children are eager to learn to read, a few already know a few words, a few show no active interest. Some show much imagination and ability in drawing and making things. Class shows all degrees of ability in this respect. Most of the children know some songs and stories, but there is great variation. Practically all enjoy stories and games and especially making things. Variation in ideas of number. Variation in knowledge of

nature and interest in it. Some are daintily dressed and habitually clean. Some are ragged through no fault of their own. Some are dirty. A few are very frail. Some are apparently undernourished.

2. Children at the end of the first year. Still very unlike. Differences even more marked in some cases than at beginning. We cannot expect to overcome this. Children differ in capacity. What we want is a full year's growth for each one. A few of the children should already have been advanced to a higher grade. A few more should be ready to 'skip.' Some will not have made normal progress for a first grade. They should have made good progress for them, and they ought to continue, not just start over again. There should have been general progress in social and moral habits and ideas — working with others, self-direction, kindness, politeness, trustworthiness, cleanliness, health, ability to plan, and carry out plans, skill in using hands, ability to choose the better of two things, from the standpoint of beauty, usefulness, right. There should be keen interest in each other, ambition to do one's best for the group. Ability to read for one's own enjoyment and the enjoyment of others, and ambition to read better; ability to write well enough to accomplish the individual's purposes. Same standard in use of numbers, in talking, drawing, and handwork. Especially, ambition to learn new things and become more skillful in order to carry out one's own plans. Knowledge of nature and especially, interest in finding out new and beautiful things. Individual progress in overcoming defects; diffidence, selfishness, lack of initiative, lack of perseverance, errors of speech, etc."

The teacher reads over her notes and says: "Now for the hard part." She writes:

"3. Course of study planned to accomplish these changes." As before she thinks and jots down notes, crosses out, and makes substitutions. This is the result:

"The teacher's aim should be to have a group of happy, active, growing children, interested in each other and each other's growth, ambitious to grow themselves in order to do their part in making others happy.

There should be as much doing as possible, and much coöperative group work. Work should be done with a purpose — a purpose that is the children's own.

The things to be done should be such as children are naturally interested in and which will give opportunity for varied activity. Experience shows that they are usually interested in the lives of people with whom they come in contact. They love to play house, and store, to be postman, etc. The best project that I know of is playing house. Let the children build a doll's house, make furniture for it, decorate it, dress the dolls who are to occupy it. Let them dramatize or play the home activities: getting the meals, cleaning, having meals, etc. This sort of play will give the motive for learning to use their hands, for planning and executing, for choosing the best. It will give opportunity for learning good manners and ideas about health. It will give the teacher opportunity to put right ideas and ambitions into the children's minds without preaching. Perhaps there are other projects which will do as well, but this seems to be the best one that has been tried.

In building and equipping the house, a good deal will be

learned about numbers, measuring, and judging distances, and this project will provide plenty of opportunity for training in language.

The motive for learning to read is to enjoy books and to read to others. The method is suggested well enough (for a brief statement) in the present outline. There must be provision for individual differences. The class should have a library of suitable books which children can read when they have time. Some will read a great many. There should be opportunity for a child to read a new story to the rest of the class. Children can help others in learning to read and help themselves at the same time. The books can be chosen so as to give the children valuable ideas.

Writing invitations and signs, keeping accounts, and playing school will furnish a motive for learning to write.

Spelling must be learned in order to be able to write.

Drawing will be used to make things clear to others, as well as for decoration, and just for fun, but the teacher should encourage the children to come to her for help when they get into difficulties. Then they can learn a new thing for keeps.

The teacher should make a collection of stories which will bring out ideas which she wants the children to grasp — stories of people who made themselves strong, or did others a good turn, or who never let the giant Laziness get the better of them.

It will be great fun to get acquainted with all the birds and flowers that can be discovered, to show them to the class and perhaps to make some collections.

Our outline ought to have a list of the best books, stories,

songs, and games for first graders. That is something that we shall have to work out. It will help teachers, too, if we make a collection of children's work of various sorts — not merely the best. We can have five or six samples of a given piece of work, ranging from the best to the poorest, and indicate what percentage of a class may be expected to reach each degree of skill."

"There," says the teacher, after reading over her statement. "That's the best I can do now. I have got something out of my thinking, whether my criticisms are accepted or not. When we get our ideas together, we ought to be able to improve on that dry-as-dust course of study."

At a conference of the first-grade teachers, everyone is called upon for criticisms upon the existing course. Our teacher explains how she attacked the problem and reads her notes. Most of the teachers find themselves in sympathy with her point of view and feel that the new course of study statement should be worked out on the lines which she has suggested. There are, however, two main objections: first, that the proposed plan is too general. The ideals are fine but most teachers, especially young teachers, will feel the need of a specific statement of the material to be used, in order to accomplish the results aimed at. Secondly, that there should be a more definite statement of the formal knowledge which children are expected to acquire. Without such a statement, there will be great variation in accomplishment among classes as well as individuals.

In offering the first objection, one of the teachers says: "You say that the children should become interested in each other's growth. I think so too, if it can be done, but the outline ought to show just what material to use, and

how to go to work." Our teacher replies: "I think there is a danger in attempting to accomplish such a result by prescribing exact procedure. The most important thing is for the teacher to believe, with all her might, that the children ought to acquire this attitude and that they can do so. If she understands little children, she will find the means of influencing them in the desired way much more effectively when she has her own youngsters in mind than if she follows a prescribed plan of work. She can use stories which suggest the idea, she can commend children when they show the desired attitude, and she can drop a remark here and there while the children are at work. The important thing is the aim not the exact subject matter. We must be careful not to focus attention on the subject matter and lose sight of the aim."

Someone suggests that the objection might be overcome by appending to the course of study a detailed statement of the experience of a teacher who had been successful in developing the attitude in question. It could be explained that the statement ought not to be followed slavishly, that it is given merely as an illustration to show that the aim is practicable and to suggest ways of setting to work to accomplish it. This suggestion is approved.

In regard to the second objection, it is pointed out that we must expect variations in formal knowledge possessed by the children, unless we deliberately stunt the growth of the abler ones, and make parrots of those who develop slowly.

If we know definitely what individual children have acquired and assure ourselves that they can use what they know, the variation need not cause worry. It is agreed,

however, that teachers would be greatly aided by a statement of the formal knowledge that children ordinarily acquire by the end of the first grade when taught in the manner proposed. Approval is given to the proposal that some such statement as the following be given in the course of study:

"The aim is not to have the children acquire formal knowledge for its own sake, but to have them learn to understand and to do things which they can do with a purpose. In the activities suggested in the foregoing outline, first-grade children ordinarily acquire the following formal knowledge:

Reading:

—— per cent make little progress, too immature or mentally defective. Probably should not attempt reading at this stage.

—— per cent manage to read primer and one first reader. Slow in memorizing words and in applying phonic principles. Need much drill and review.

—— per cent read primer and two or three first readers and parts of others.

—— per cent read primer, five or ten first readers. Read with enjoyment whenever opportunity offers.

—— per cent read anything that interests them including books considerably beyond their grade.

Note: Percentages to be adopted tentatively, by compiling the records of all teachers, and revised from time to time. Similar statements to be given for spelling, writing, and number work."

PROBLEM 73. — High school teachers are required to submit their examination papers to the principal for approval. An English teacher hands in the following paper for a first-year class:

1. Write a page on the siege of Torquilstone Castle.
2. Write a description of a Saxon home at the period in which the scene of "Ivanhoe" is laid.
3. How was one of the following traits shown in some character in "Ivanhoe": Loyalty, bravery, devotion, service, revenge?
4. Explain the meaning of the following terms: Holy Grail, Knight Templar, zecchin, drawbridge, gramercy, life-in-death, albatross, quarter-staff, sorcerer.
5. How are sentences classified as to form? Give an example of each.
6. Classify as parts of speech all the words in the following passage:

   Ernest saw him. There he was beneath the arch of green boughs; and there, too, through the vista of the forest, appeared the Great Stone Face. And was there, indeed, the resemblance to which the crowd had testified? Alas! Ernest could not recognize it! He beheld a war-worn and weather-beaten countenance, full of energy, and expressive of an iron will; but the gentle wisdom, the deep, broad, tender sympathies, were altogether wanting in old Blood-and-Thunder's visage.

The principal criticizes the paper on the ground that it is too exclusively a test of memory, and requests that it be revised so as to test power in the use of English and in understanding of important ideas suggested by the reading done during the term.

The teacher is hurt and inclined to be angry. He was rather proud of this paper, having made an earnest effort to frame questions which would test the pupils' knowledge of "Ivanhoe," to the study of which four or five weeks have been devoted. In composition, narration and description have been emphasized and the first two questions were intended to test pupils' ability to apply the principles studied. The grammatical questions were based on

work which had occupied a lot of time. It was grammar school work, to be sure, but the pupils didn't seem to know the difference between a complex and a compound sentence and were absurdly inaccurate in distinguishing between the parts of speech. He proposed to condition in grammar any pupil who failed on those two questions.

The matter remains upon the teacher's mind during much of the day. He imagines the interview with the principal when he goes to discuss the matter. Various clever and cutting remarks pass through his mind. Perhaps the principal would like to make out the paper himself. In the evening, he sits down, with the idea of preparing overwhelming arguments in defense of his original questions.

The first criticism is that the questions depend too much upon memory. It is true that a good many facts are needed to answer the questions, but any pupil who has paid attention during the term ought to remember most of them. Suppose he were to modify the questions so as to require a less exact memory of details, would the result be a better test of power in the use of English? It occurs to him that a pupil who has forgotten some of the details might not be able to write much on some of the questions, and might spend his time trying to recall details and so fail to do himself justice in his use of English. "What sort of test," he thinks to himself, "would be likely to call forth the best writing that a person can do?" His first thought is: "Let him write on the subject that interests him most." He writes:

"1. Write a page on the subject in which you are most interested."

He has hardly finished this statement when he draws a

line through it, saying: "No, that won't do. Most boys—and some girls, I imagine — would not be wildly eager to write a page about anything unless they had a strong motive for it. They would chew their pencils, and write a sentence at a time with the aim of getting the page filled."

Another objection occurs to him. "Writing on the subject which interests one most is not an adequate test. Few people enjoy writing just for the sake of writing even on an interesting subject. Most people would want to talk about it, but they wouldn't care to write. A few of my pupils would shine in such work; but they are the pupils whom I do not need to test. Isn't it true that we all have to do some writing where the motive is not to express our thoughts on an interesting subject, but to make an impression on other people who are expected to read what we write? It is the impression that we are interested in. Why can I not set up a situation in which a high school freshman shall have a motive for writing as well as he can?"

He makes a list:

a. A letter to a person on whom the writer is anxious to make a definite impression.
b. A contribution for the school paper or local paper or a literary society.
c. Preparation for a social gathering or a club meeting in which the pupil will be expected to contribute something interesting.
d. A report on some subject assigned by a teacher, or a report as an officer or committeeman to a club meeting.

"Now," says the teacher, "how can I set the stage so that the pupil will be face to face with a real problem in composition?" After much reflection and frequent changes, he evolves the following:

"The first part of the examination is to test your ability to write effectively. Choose one of the first two problems and one of the other three. Try to forget that you are writing an examination and imagine yourself in the situation described in the problem. Think of the person or persons whom you are addressing and try to plan your writing so as to produce the effect upon them that you want to make.

PROBLEM *A*.

Chicago, January 5, 1921

Dear ————————

I am sorry that you weren't up in time to walk to the station with me when I started on this business trip. I wanted to ask you to do something while I was away. Mother will be expecting to hear from you and I don't need to remind you to write for I am sure that you will do that, but I want you to do a good job. It must be pretty tedious for her in the hospital, and letters will make it easier for her. She will be glad, of course, to get any sort of letter, even if it is the usual thing: 'Dear Mother: I hope you are feeling better. There isn't anything new, and I haven't much time to-night. I'll write again soon.' But that sort of letter isn't what I expect of you. Mother isn't stupid and she can't help feeling, 'He doesn't care much.' You really do care and if you go at your letter as you do a tennis match or anything else that you are determined to do well, you will make her know how much you miss her and will make her happy for days. See if you can't make her smile. Give her something to think about.

From your affectionate
Dad

PROBLEM *B*.

Dear ————————

Prepare to be shocked, outraged, and then overwhelmed! Your staid little town is in danger of excitement beyond anything that it has experienced since Washington spent a sleepless night in its best hotel. A famous family is about to descend upon you — perhaps.

Father has been transferred to the New York office and the family council is debating the question, 'Where shall we live?'

Sister is the leading advocate for a flat in the great city, but Mother is just as strong for the negative and she usually gets the decision. So the question is East Orange, or Mount Vernon, or Hackensack? Which? Here's your chance to boom your own village. The main question is schools or, more exactly, high schools. Father has friends who live in the first two places and they are loud in their praises of their high schools, but wouldn't it be splendid if we could be in school together! When Father told his friends that he had heard the Hackensack schools well spoken of, they said: 'No doubt they are very good for a small place, but of course they could hardly be equal to those of larger and wealthier cities like Mount Vernon and East Orange.' Do send me some ammunition!

Yours ever,
Jane

PROBLEM *C*.

At a meeting of the editors of a school paper, the proposal is made that a representative of the freshman class be appointed. This is vigorously opposed by some of the older students on the ground that freshmen are too young to write anything worth reading. It is finally decided to have a trial and if anything really good is submitted, to choose the author of the best piece of work.

PROBLEM *D*.

A boy is usually very silent at meal times. One day, after a friend has been his guest at dinner, his mother has a talk with him. She asks: 'Why didn't you help to entertain Henry? You just sat still and ate. He kept trying to start conversation but you never said more than a word or two in reply and you never volunteered a remark.' 'I couldn't think of anything interesting to say,' he replies. 'I think that is a kind of mental laziness,' she continues. 'You should have felt some responsibility for making the meal enjoyable. Even when we have no guests, everyone ought to have something to contribute at meal times. Otherwise our meals would be like feeding time for animals.' 'Well I have tried to talk,' he retorts, 'but I can't. I can't seem to think of anything worth while, and if I do, I

can't put it in an interesting way.' 'I am going to make a suggestion,' she replies. 'It will take some effort, but it will be worth doing. Do some thinking before mealtime. Think over your experiences, the people you have met, funny things you have heard, and write them out so as to make them interesting. After you have done this a few times, it will become easier, I think. Try it for to-morrow.'

PROBLEM *E*.

You have probably had to prepare some piece of written work to present to the class in one of your subjects, say history or science. Assume that you now have to write your report on this subject. Remember that you are expected to know more about the matter than your classmates. Present it in such a way as to interest them and enable them to carry away the important ideas."

"I will show that to Mr. G.," thinks the teacher, "as a substitute for my first two original questions. I think, myself, that it is a better test of power in the practical use of English. Now let's look at his other criticism. He wants me to test the pupils' understanding of important ideas suggested by the reading. Now what are the important ideas that pupils ought to get from 'Ivanhoe,' the 'Ancient Mariner,' and the 'Vision of Sir Launfal'?" He writes:

"*Ivanhoe:* Ideals of courage, unselfish love, endurance, strength, loyalty to friends, protection of the weak. Unworthiness of ideals of selfish power, oppression of the weak, use of others for one's own satisfaction, cruelty, revenge." He thinks: "It is the human qualities, made real in the stirring scenes of the story which ought to make the impression. It doesn't matter much whether the details of the story are accurately retained if these ideals sink home. I had some such idea in framing my third question. Can I

improve on it? My question might test only memory." After reflection, he writes again.

"1. What character in 'Ivanhoe' do you admire most? Describe your vision of him and explain what caused you to attribute to him the qualities which you see in him. What character do you dislike most? Explain in a similar way. If those two people were living at the present time explain the behavior which you would expect of them."

Going on to the next question, the teacher says to himself: "That is a straight memory question. I can easily improve on that." He writes:

"2. What did you enjoy most in the 'Ancient Mariner' and the 'Vision of Sir Launfal'? What did you get from them that is worth remembering? Was the time which you spent on them well spent? Why?"

At this point, the teacher's time is exhausted. He takes his notes to the principal and receives cordial approval of his revised questions. "What about the last two questions?" the principal asks. "Well," says the teacher, "I have spent a lot of time on those points and I want to see what the pupils know about them." "What is your aim in teaching them?" is the next question. "Why," the teacher replies, "to enable pupils to write correctly." "If a pupil answers the questions perfectly, will his English be correct?" "Not necessarily," is the reply. "Suppose a pupil is ignorant of the scheme of classification of sentences and unable to identify every word under the proper heading, will his English necessarily be incorrect?" "Perhaps not." "Then, why insist on this formal knowledge? It seems to me that in your previous questions, you have sufficient basis for judging the quality of his English. If such classi-

fications as you have been teaching are really necessary or helpful for correct use of English, it ought to be possible to test pupils in their power to apply this knowledge."

Principles Relating to Subject Matter

1. The amount of subject matter available for education is limitless. No one person can give attention in a long life to more than a small fraction of the knowledge which the race has acquired. Obviously we must try to find sound bases for selection.
2. Subject matter should be selected in accordance with the purpose of education, that is, holding the purpose in mind, we must try to select that which is most likely to contribute to its accomplishment.
3. The needs of society should be an important criterion of selection.
4. Absorption of subject matter should not be regarded as an end in itself. It should be used as a means of aiding the development of the pupil.
5. Subject matter which is of current value should take precedence over conventional knowledge.
6. Acquirement of important ideas, ideals, and attitudes should be sought rather than the memory of details. Pupils should be trained to find information for themselves as needed. Subject matter may often be used as a sort of scaffold for developing ideals, interests, and habits of work. This scaffolding is not of permanent value. Do not try to fix it in memory but make sure that the main structure is firmly established.
7. The actual effect of subject matter studied upon a pupil's interests, attitudes, and conduct is a better test of its value than adult conceptions of what it ought to accomplish. We must rely less upon memory of facts as a test of educational accomplishment and learn to measure the more fundamental effects of our teaching.
8. Knowledge which is gained through experience in which it is employed for a purpose is more serviceable than that which is studied without relation to a felt need. The most

effective education involves much doing by children under the stimulus of their own purpose.

9. A very few central themes or projects for a grade are better than a multitude of bits of information and isolated processes. The first named type of subject matter encourages continued thinking, organization of ideas, and application of processes.
10. The best material for developing habits, ideals, interests, and abilities is that which is most closely related to the interests of the pupils.

Problems for the Reader to Solve

Problem 74. — Teachers of the first grade are asked to make recommendations as to what work, if any, in arithmetic should be included in the course for the grade.

Problem 75. — A teacher of an elementary grade has worked in a system whose course of study included handwork consisting of miscellaneous exercises giving practice in cutting, pasting, sewing, etc. She goes to work in another system in which "Industrial Arts" furnishes much of the subject matter of the elementary grades. Information about industrial materials and processes which calls for a good deal of the class time is new to her. A greater variety of handwork is called for than she has been used to, but there is not time to develop much skill. She is puzzled about the purpose of the plan and is inclined to doubt its value, so she appeals to another teacher for an explanation.

Problem 76. — A high school teacher who has been used to following a definite outline based upon college entrance requirements enters a system in which he is expected to plan his own courses. He learns that the principal and superintendent will expect him to have good reasons for any topics which he includes in the course.

Problem 77. — A teacher of arithmetic is asked to review a new textbook and make a recommendation in regard to its substitution for the book in use. She is expected to demonstrate the soundness of her advice.

PROBLEM 78. — A sixth-grade teacher has always depended upon the supervisor for subjects of lessons in drawing. The illness of the supervisor throws the teacher upon her own resources for several weeks. The supervisor will want to know what she has done and why she has done it.

PROBLEM 79. — A teacher of French realizes that very few of her students ever make any use of the language. Apparently they take the subject either because it is required for college entrance or because they prefer it to the available alternate subjects or because their friends take it or because it is fashionable. She wonders whether the language studied with those motives and never used after the course has been completed is serving any important educational purpose.

PROBLEM 80. — A Latin teacher reads criticisms of the educational value of Latin. He is perfectly confident that Latin is the most valuable subject of the curriculum, and the articles only make him angry. In defending his position he makes vehement assertions which do not seem convincing to anyone except himself and those who hold opinions like his own.

PROBLEM 81. — A teacher of mathematics hears a lecturer say that the study of algebra is a waste of time except for those who enter fields of work in which it is needed as a tool. His inclination is to deny this but he realizes that the sensible thing to do is to accept the statement as a challenge, and try to find out the truth of the matter. He has always enjoyed teaching algebra, but he has no desire to spend his life in work which is of doubtful value.

PROBLEM 82. — A high school teacher is interested in educational aims. He likes the phrase, " preparation for citizenship," and reflects upon the relation of the curriculum to this purpose. Much of the work seems to have very little direct bearing upon this aim. He feels that the students ought to spend more time upon the problems of the present, and tries to make a list of such problems, which would be appropriate for high school students.

PROBLEM 83. — A parent remarks to a member of the board of education that the schools are wasting their time on fads and frills and the ignorance of the children is appalling. He questioned his boy the other night, and found that he hadn't the slightest idea of the location of Kamchatka, or Tierra del Fuego, or Timbuctoo. He didn't even know the capital of Vermont. The board member calls upon the boy's teacher and wants to know why she is neglecting geography.

PROBLEM 84. — A political organization petitions the board of education to require all pupils in the graduating class of the elementary school to know the names of all national, state, county, and local officers representing the district. The teacher wonders whether such knowledge is valuable enough for eighth-grade pupils to warrant withdrawal of the time required from other subjects. She realizes that the board is very likely to grant the petition unless convincing reasons for refusing it are offered.

PROBLEM 85. — A teacher is present when a group of people begin to tell reminiscences of their school days. They dwell on the subjects which they studied and which they no longer remember. One took calculus in college, but couldn't now do a problem to save his life. Another studied Greek for several years, but declares that he can now remember only a few letters of the alphabet. Another can remember that he once studied ancient history. He knows that he hated it and that is about all that remains in his mind. A fourth recollects that he once learned how to do examples in "present worth" and "partial payments," but he hasn't the least idea what the terms mean. The teacher wonders whether there is any use in teaching facts which will be soon forgotten.

PROBLEM 86. — The father of a high school girl complains that her education has not fitted her to meet her own problems. She has always received high marks, but is inclined to depend upon him for decisions which he thinks she ought to make for herself. She wanted to go to a camp the previous summer, so he told her to find out what she would need in money and equipment, and asked the mother to let the daughter work out her own problem. The result was that she sent for money the day after she arrived at camp, and wrote every few days for something that she needed.

PROBLEM 87. — At a teachers' meeting, there is a discussion on the subject of spelling. It is agreed that many children make mistakes on very common words. One of the teachers feels that time is being wasted on words which many of the pupils will never have occasion to write, but another objects that it will not do to omit any of the words in the spelling book as some of the pupils may have occasion to use them later.

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CHAPTER VI

PROBLEMS OF SUBJECT MATTER

Appropriateness of Material for Children of Various Grades; Differentiation of Subject Matter

Problem 88.

COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

NOTICE TO ALL TEACHERS

A recently enacted law requires that all pupils in the public schools of the state shall study the subject of Fire Prevention at least one hour per month. We are free to decide how the subject shall be presented in the various grades and I wish your help in working out plans so as to obtain the maximum benefit from the requirement. A general teachers' meeting will be devoted to the discussion of this subject. In the meantime, please give it your best thought. You will naturally give chief attention to the work in your own grade, but you should bear in mind that pupils will study the subject each year and it will therefore be necessary to consider the relation of your own work to that to be done in other grades.

A. B. Campbell
Superintendent

At the meeting, the first speaker says: "It seems to me that the law is absurd. The intent is all right but the legislators evidently don't understand the needs of the schools. The curriculum is already overcrowded, and how are we to find time to give an hour to this subject every

month from the kindergarten to the end of the high school?" Another says: "It calls for too much time. With an hour a month, the subject will be exhausted in a year. If we make out a syllabus including everything worth while that can be taught about fire prevention and then divide it among the grades, there will not be enough for any one grade to occupy an hour a month; and unless the material is divided up in that way, the same things will be repeated, year after year. The fire-prevention lessons will become tedious and perfunctory and all the time will be wasted."

"There is another serious objection," says a third. "The subject is not suitable for all grades. The young children will not understand it and the high school students will make a joke of it. The pupils in the upper grades of the elementary school will be interested in the subject and can easily cover the whole ground. I think we ought to try to have the law changed so as to limit the instruction to the seventh or eighth grade. That will avoid waste of time and bring better results."

Then opposing arguments are offered. A kindergarten teacher says: "There will be no difficulty in interesting five-year-olds in fire prevention if it is taken up in the proper way. Of course, if you make out a syllabus and then cut it up into sections giving a bit to each grade, probably none of the slices will fit. I think that is the wrong way to go at it. We ought to select those phases of the subject which are within the experience of the children to be taught or which can be made real and interesting to them, and present them in a manner consistent with their intelligence."

Another says: "Repetition need not make the work

tedious. If used skillfully it will add to the interest. I have no faith in the plan of limiting the subject to one grade. If the idea is to make a permanent impression, it must come up again and again, but at each new appearance it must involve new applications and so become a bigger idea."

The superintendent then enters the discussion. "I am not defending the law. In general, I believe it is a mistake to fix courses of study and time allotments by legislation. Such action prevents the flexibility which is needed for adapting educational means to the varying conditions throughout the state and it often leads to a perfunctory compliance with the law in place of a purposeful study of the needs of the schools. Nevertheless, I believe that this law may result in a real improvement in our school work. We realize that much of the material in our course of study holds its place through the force of custom. We would like to have our schools deal more directly with important civic problems.

If we can succeed in making a permanent impression upon our pupils in regard to the injury to humanity which is caused by preventable fires and if we can establish ideals of individual responsibility for controlling this danger in the public interest, we shall agree, shall we not, that the time spent can easily be taken from subjects which contribute less to the common good. The law gives us a chance to work this out and protects us from the cry of 'fads and frills,' which is sure to be raised against any change from the curriculum of the 'good old days.'

Probably the law will need modification, but I doubt whether we are prepared to say just how it should be changed. Let us try the plan out and see how much we

can accomplish. After a year or two of experience, if we find that the law hampers us, we shall be in a position to suggest desirable changes and to offer evidence in support of our suggestions."

As there is not time for much discussion of details, teachers are asked to hand their suggestions to a committee which is to work out a tentative syllabus. The superintendent asks what principles should guide the committee in selecting material for the various grades.

After considerable discussion the following principles are agreed upon:

1. The chief purpose is to develop an attitude, not to teach facts. The pupil should come to realize that fire is necessary to civilized people, but is a serious danger, unless carefully controlled. He should acquire a sense of responsibility for conducting himself and coöperating with others so as to prevent fires as far as possible. Information is to be used to develop this attitude and to enable the pupil to act intelligently.

2. As far as possible the pupil should learn about fire prevention under the stimulus of his own purpose. Therefore the work should be put in the form of problems or projects.

3. That material is best for a given grade which arouses the greatest interest. This can be determined by experiment.

4. The child's own relation to fires should be an important criterion for selection of material. Actual experiences of children of the grade will be better starting points than imaginary situations. Situations in which a child of a given age might cause or prevent a fire are to be chosen

rather than those in which he can have no active participation until he is older.

5. Some aspects of fire prevention cannot involve action by children of school age, for example, the attitude of the voter or tax-payer toward expenditure for fire prevention. Such situations should be taken up by pupils as a part of their preparation for citizenship, whenever they are old enough to understand and appreciate them.

6. Methods of presentation and study must be adapted to the interests and capacities of the pupils.

At the first meeting of the committee, the teachers' suggestions are read. There is much variation even among the papers written by teachers of the same grade, and plans proposed for a certain grade are in some instances very much like those given by other teachers of much higher grades. Someone suggests that everything proposed by the teachers of a given grade be put together so as to obtain a consensus of the opinions of those who know the children best, in regard to what material is appropriate. Objection is made that this method will lay too much stress upon subject matter and it is finally decided to suggest problems and projects which are thought to be suitable for different grades and to indicate subject matter which is likely to be used in working out the problems, using the teachers' suggestions as a check on the ideas of the members of the committee. These projects are suggested, at first without attempting to designate the exact grade, since there is a good deal of difference of opinion as to where they belong.

Projects in Fire Prevention

Kindergarten and Primary Grades:

1. To learn how to help the firemen.
2. To find the best little fireman's helper (search for stories of children who helped).
3. To make a set of rules to help little people to keep fire chained up.
4. To make up a play to show the other children how to prevent fire from breaking loose.

Middle Grades:

5. How to make homes safe against fire.
6. Keep a record of fires in the town — the losses — the causes. How could they have been prevented?
7. Who has done most to prevent fires? Biography.
8. What materials will not burn? Fire-proofing.
9. What things burn easily? How to keep them from catching fire.
10. What causes fires from within the house?
11. What causes fires from without the house?

Upper Grades:

12. What a housewife needs to know about fire.
13. What a camper needs to know about fire.
14. What fire dangers are there in our town? What can we do to lessen them?
15. Organization of a fire patrol.
16. How does electricity cause fires?
17. What is our town doing to prevent fires?
18. When property is destroyed by fire, who is the loser?

High School:

19. Why America's fire loss is so much greater than that of other countries.
20. How can fire insurance rates be reduced?
21. Is our national government doing enough to prevent fire losses?
22. Publicity campaign: To show our citizens that they are playing with fire; why they ought to stop it, and how.
23. How much do we spend for fire protection? Is it too much?

24. Who is responsible when lives are lost by fire?
25. Scientific control of fire. Inventions.
26. History of fire prevention.

It is proposed that teachers make selections from among these projects, try them out, and report results in detail. In this way it is thought that the most valuable projects for the various grades will be determined and detailed suggestions obtained in regard to methods.

PROBLEM 89. — A high school teacher belongs to a teachers' association. At one of the meetings a paper is presented advocating differentiation of courses in the upper grammar grades. This leads to a vigorous discussion in which many different points of view are ardently set forth. Some of the members believe that differentiation is dangerous, that even in the high school there should be a uniform course of study. A majority believe that variation should begin at some stage in the school course but there is no agreement as to where this stage lies. Some would start in the fourth grade, others in the last year of the high school. A few think that there should be some differentiation even in the earliest years. The interest is so keen that it is decided to continue the subject at the next meeting. Our teacher feels that he ought to take part and, as he is a new member, is anxious to make a good impression. He therefore sets to work to study the question carefully.

The teacher recalls that, in preparing for debates, he has found it useful to make a list of possible arguments on both sides of the question. He therefore begins his study by jotting down arguments in support of differentiation and writing beside them opposing arguments. When completed, his statement is as follows:

In Favor of Differentiation	*Opposed to Differentiation*
1. The world's accumulation of knowledge and experience is far too great for any one per-	1. All the people of a nation should possess certain knowledge in common, in order that

son to acquire it all. Furthermore, it is constantly increasing. Therefore there must be selection.

2. The needs of society call for a great variety of activities. Therefore people should be trained in different ways.

3. There is a wide range of native capacities among people. To develop the possibilities of individuals of different capacities, there must be variation in education.

4. Individuals of a given degree of maturity have been subject to different environmental factors: home, associations with people, travel, etc. This variation in experience calls for differentiation in education.

5. Variation in interests must be taken into consideration if individuals are to attain the greatest possible degree of happiness and usefulness. Lack of interest in what the school offers causes many pupils to leave school earlier than they need.

6. The time during which children remain in school varies. The course of study should, as far as possible, be adjusted to they may understand each other and act in harmony.

2. In a democratic country, nobody should be denied the opportunity to enter any field which he may choose. Differentiation tends to limit such opportunity.

3. It is impossible to determine a person's capacities early in life. Nobody has the right to steer an individual in a definite direction, on the assumption that his capacities will not permit him to travel other roads.

4. It is impracticable to make allowance for the complicated influences which affect a pupil outside of school.

5. Interests are transitory. A person who does only what interests him becomes "soft."

6. It is impossible to tell in advance how long a child will remain in school. Therefore it should be assumed that he will remain until the end of the course.

7. It will cost too much to provide differentiated courses. Differentiation will necessitate organization of smaller classes.

the length of the individual's school career, so that he will be as well prepared as possible for a happy and useful life.

8. It will be more difficult to secure competent teachers. Teachers can be more easily trained for a uniform course.

Having set down the arguments on both sides of the question our teacher proceeds to examine them. The first statement in favor of differentiation seems to him self-evident. There must be differentiation in order that the world may profit by inherited knowledge and in order that progress may continue. The only questions are where differentiation should begin and on what principles it should be made. He assents also to the proposition that some knowledge should be held in common. This, he feels, is not inconsistent with differentiation, but may offer a clue as to the time for beginning to differentiate. He is inclined to admit that a uniform course of study would be easier to administer and less expensive than a plan of differentiation, and this would suggest that the knowledge needed in common should be imparted during the period of compulsory education. Would it be a sound principle, then, to postpone differentiation until all the material of general value has been taught? Several questions upon the validity of this principle occur to him:

1. Is the purpose to be served by uniformity of knowledge more important than that which calls for differentiation, so that, if either is sacrificed, it should always be the latter? For example, is it important for the public welfare that a child who has unusual talent in music or art should be taught the elementary facts of geography even if this curtails his time for practice during the elementary school period?

2. Can all the knowledge that should be held in common be acquired in the years of childhood or does some of it demand greater maturity? The teacher questions the ability of children under fourteen to grasp some of the ideas of citizenship which are of the greatest importance to the public welfare.

3. Can the abilities and ideas which are of general value be most effectively taught by the use of the same subject matter with all children?

He is unable to come to any definite conclusion but feels that he ought to keep his mind open to the possibility that some differentiation may be advantageous even in the early years of the school course, and that some measure of uniformity may be needed to the very end.

The argument that the needs of society require differentiation of training must, he thinks, be admitted by everyone. The question here also is not whether there shall be differentiation, but when shall it begin and what shall be its nature? It may be that paths should not begin to separate until after school days are over, but in that case the schools will contribute nothing toward the special training needed for the various kinds of service to be rendered. It seems to him that the usual course does in fact provide much better for the small minority which is headed toward a professional career than for those who will fill the humbler positions. Is it not probable that some of the material which is suitable for the type of pupil who will later go to college may well be dispensed with in the case of the pupil who will become an artisan and that some ideas are important for the latter which are not significant for the former at the same age?

The second argument for the negative was emphasized

very strongly at the meeting of the association. One of our cherished ideals is that any American boy may hope to be president of the United States. "It would be undemocratic," asserted the opponents of differentiation, "to encourage or even to permit a child to take a side path leading away from the road to the top." This seems plausible, but as our teacher reflects upon it, he comes to the conclusion that it ignores many evident facts. If the development of all children toward their greatest possibilities of happiness and usefulness can be gained by keeping them in the same path as long as they remain in school, it would be unwise to allow them to branch off into routes which will limit their future progress, but if, on the other hand, this uniform course fails to provide the best development of all children, then keeping them together in a road, which, for many of them, does not lead to their destinations, would cause serious waste. The fact is that a large proportion of boys and girls turn aside from the general school path at various points along the way, and from that time on travel very divergent routes. Has the uniform school course given such pupils the best preparation for their future lives? If not, they have paid a high price for their brief journey toward the summit which only a few ever reach and there has been a corresponding loss to the public. Our teacher wonders whether it would not be easier for pupils who show at any time unsuspected possibilities, to regain the path leading to higher education than for those who fail in a course designed for all to make up the time spent in work without real progress.

The third argument in favor of differentiation seems to the teacher to be the most fundamental consideration of all.

His own experience accords with the statement that children differ widely in capacity and his reading of the results of scientific studies has convinced him that the variation is even wider than casual observation would indicate. He knows that some children respond to material which others are unable to comprehend and that the ablest are often bored by subject matter which seems to fit the duller members of a class. It seems reasonable to believe that the amount and kind of subject matter should be adapted to the individual abilities of the pupils in order to produce the best results.

The objection that a child's capacities cannot be determined with certainty seems pertinent but not conclusive. While children often develop in an unexpected way, careful observation during the elementary school period is not valueless. The intelligence tests, while not an infallible guide, are an important aid. He agrees that no teacher ought to take the responsibility of steering a pupil in a definite direction but this does not seem to him a valid reason for permitting no differentiation. If a teacher confines his efforts to a search for subject matter which will stimulate a pupil to greater effort or which will be of value in a course which the pupil has already marked out for himself, there would seem to be little danger of harming him. The reaction of the pupil to the material seems more important than the material itself.

The variation in pupils due to different environmental factors and variations in interest are facts of common observation. Our teacher can find no reason to doubt that the development of individual pupils would be furthered by taking these into account. He sees the diffi-

culties involved in attempting to study home influences and other elements of environment which have helped to make the child what he is, but he is not satisfied with the contention that these conditions are too complicated for practical consideration. This appears to be a question of cost. If an elementary teacher has forty or more pupils in a class, or if a high school teacher has to deal with more than a hundred individuals, he will hardly be able to make a careful study of many of them. If, however, it appears to be a public necessity that education should be made more effective, and if failure to consider individual peculiarities can be shown to be a retarding factor, it seems probable that public sentiment can be developed in support of greater expenditure in the interest of better results.

"It is true," admits our teacher, "that pupils' interests are frequently transitory." He sees a danger in allowing individual whims to dominate school work, but he has in mind many cases in which pupils have done the hardest kind of work under the stimulus of their own purposes, and others in which insistence upon work which made no appeal to pupils produced effort chiefly by the teacher. He is inclined to think that enthusiastic effort in carrying out a plan which proves to be of temporary interest results in more development for the pupil than performance of tasks which seem more valuable to the adult, but which call forth little response from the child.

Should any attempt be made to adjust the course of study to the probable length of the pupil's school career? The advocates of uniformity fix their attention upon what seems to them an ideal course, through which all the pupils who are capable of mastering it are to pass. In practice

this scheme acts as a sieve. A very small proportion of the pupils graduate from the high school. The great majority drop out along the way. In very many of these cases, failure is the cause of withdrawal. Many could certainly be held in school longer if the work were better adapted to their needs. It would seem sensible to make experimental changes in the course with a view to keeping pupils longer in school and, since so many drop out early, to try to see that an individual shall get that which will be of most value to him.

The argument that we cannot tell how long the school career of an individual pupil will be is true, of course, but the assumption that a pupil will remain until the end of the high school course will be wrong in a large majority of cases. With many pupils we can tell approximately how long they will remain. It seems probable that, by adjusting differentiated courses so as to provide for the needs of pupils of different types, we can eliminate some of the waste and increase the probability that an individual pupil will come in contact with the subject matter which is of most value to him.

The objections of increased cost and difficulty of securing competent teachers are recognized by our teacher as real but not vital considerations. They can be overcome, he thinks, if the result aimed at is of sufficient importance.

After such reflection as outlined above, the teacher formulates the following tentative propositions:

1. The principal elements in education are the developing child and the needs of society. The course of study is to be regarded not as an end in itself, but as a means of developing the child toward his greatest happiness and

usefulness. The aim should be to select subject matter in accordance with its value for individual development.

2. There is no stage at which the needs of all members of a group of pupils are identical. Hence some variation in subject matter will probably be desirable at all stages.

3. It is important that some ideas and facts be held in common in order that people may understand each other and may act in harmony. In acquiring this common knowledge, however, it may sometimes be economical for different individuals to make use of different material.

4. The multiplicity of services required by society demands a variation in training individuals. The aim should be to have each individual fit himself for a life of the greatest usefulness of which he is capable.

5. The degree of differentiation should increase as the child grows older. Until he has discovered the field in which he is likely to be most useful, his education should not be narrowly limited.

6. Material which arouses keen interest and earnest effort contributes more to a child's development than that which has been selected on logical grounds as the most important knowledge.

7. The actual effect of subject matter upon a pupil's development and the actual use which he makes of it are better tests of its educational value than preconceived ideas of what it ought to accomplish.

8. Practical difficulties of cost and deficiencies of educational facilities and teaching ability interfere with a thoroughgoing application of the foregoing principles. The aim should be to overcome the obstacles as rapidly as possible.

Additional Principles Relating to Subject Matter

11. It is probable that some things can be learned more economically at one age than at another. We must try to discover the facts in regard to this question.
12. Repetition is essential to learning. It is not good practice to select a body of important subject matter and divide it among the various years of the pupil's course. Important ideas should recur again and again.
13. Material which is likely to be used by nearly everyone should have first place. Material which will be of use to a few should be left to be acquired by them as needed, unless they can acquire it without imposing it upon the rest of the class.
14. There should be differentiation in accordance with abilities, interests, environment, future plans for education, vocational plans. Differentiation should increase as pupils become more mature.
15. The determination of the most valuable subject matter for a given grade or locality or group of pupils requires thorough study and experimentation.
16. Breadth of interest makes for happiness and efficiency. The range of subject matter must not be too closely limited.
17. As a pupil becomes older, he should concentrate his attention more and more upon a certain field.

Problems for the Reader to Solve

Problem **90**. — A teacher is put on a committee to work out a course of study in geography for the elementary schools. As she begins to think about the problem, she finds that she has no very clear ideas of what should be assigned to a given grade. The only clue that she can think of is to find out what is done in other school systems and what is included in the commonly used textbooks. It occurs to her that a better basis for the selection of material ought to be used by the committee.

Problem **91**. — A teacher who is acquainted with both the kindergarten and first-grade work sees a problem concerning

the difference in demands made upon the two classes. In the kindergarten, effort is put mainly upon handwork, games, story plays, rhythm, and song. Progress is often rapid but there is no definite curriculum — merely the general aim of securing the natural development of the child through home and play experiences. In the first half of the first grade there are definite assignments; for example, in reading, the primer is to be completed and reviewed and a supplementary reader finished.

Half of the class take the work easily and naturally. The other half struggle and need much pushing and drilling. The teacher feels that the transition from one type of work to the other is too sudden. She finds plenty of sympathy for her point of view but nobody seems to know what changes ought to be made.

PROBLEM 92. — A third-grade teacher reads an article urging that children of all grades should be trained in habits and ideals leading to good citizenship. She is impressed by the author's view, and, as no definite suggestions are given as to work which would be appropriate for children of different ages, she undertakes to select suitable material for her grade.

PROBLEM 93. — A seventh-grade teacher has to make preparation for a lesson on current events.

PROBLEM 94. — The time allotment for the fourth grade allows thirty minutes per week for nature study but makes no specific requirements. A teacher undertakes to make an outline of work for the year.

PROBLEM 95. — An eighth-grade teacher is asked by a parent to recommend a course for her daughter who is about to enter high school. The girl has average ability but no marked preferences. She will not go to college and it is not probable that she will have to earn her living. The subjects open to her in the first year at high school are English, Latin, French, Spanish, ancient history, algebra, commercial arithmetic, elementary science, bookkeeping, typewriting, cooking, sewing, drawing. She can take at most five subjects and must take four.

PROBLEM 96. — A course of study for the second grade provides that the work center about the theme "Primitive Life." A parent cannot see any sense in it and says that the schools are wasting time in silly fads.

PROBLEM 97. — A candidate for a high school science position is asked whether he would have the same subject matter in physics for boys and girls.

PROBLEM 98. — A common practice in junior high schools is to have the same course of study for all pupils except that a pupil is permitted to choose one or possibly two subjects from a short list of electives. In other schools, pupils are grouped according to ability or future plans, and subject matter is selected in accordance with the supposed needs of each group. A teacher in a school of the first type declares at a gathering that the second plan is not sound. A representative of the second type of school feels that she ought to stand up for her own school, but doesn't feel sure of her ground.

PROBLEM 99. — A high school teacher of science makes the remark that science should not be studied in the elementary school. Pupils who have had some work in science feel that they know all about it and are unfitted for taking up the subject in a serious way. He wants to lay the foundation himself so that it will be right.

PROBLEM 100. — A teacher desires to modify the course of study which she considers unsuited to her class. She meets the objection that if any of the pupils are later transferred to another school, they will not be able to work in the same grade.

PROBLEM 101. — One of the schools in a city school system draws its pupils almost entirely from homes in which little or no English is spoken and where American ideals are little understood. Poverty is common and children leave school early to help in the family support. A teacher thinks that the course of study prescribed for the city is not well adapted to this particular school. The superintendent asks her what changes she would recommend.

CHAPTER VII

PROBLEMS OF METHOD

Relation of Method to Purpose; the Socialized Recitation; the Common Recitation; the Project Method

Problem 102. — The principal of a school observes a lesson in a second-grade classroom. The teacher gives out sheets of colored paper to the pupils, first directing them to sit with folded hands until she tells them what to do. She has a pupil distribute scissors. Then she holds a sheet up where most of the pupils can see it, places a ruler along one edge, and says: "Now watch and see just what I do." She then makes a dot opposite the two inch mark and says: "Now you may all do just as I did and then lay your pencils down." Most of the children do it instantly. Some do not understand and look to see what others have done. Some put the dot on the wrong edge. The teacher goes about examining each paper and directing those who have made mistakes. She rebukes one or two who guessed what was to come next and made more than one mark. It takes her several minutes to see that all the papers are right. Then she holds up the paper again and puts a similar mark on the opposite edge of the paper, after which the pupils do it, and have their work approved or corrected. Successive steps in making marks and ruling lines are carried out in the same way. After a half hour, the teacher says: "We shall have to stop now. Put your name on your paper." The principal learns that the lesson is to be continued "day after to-morrow." At that time he observes the same procedure, involving cutting and pasting. As the work nears completion and the children discover that the result is to be a box, the teacher has a good deal of trouble to prevent some of them from going ahead without waiting for her directions. Finally the boxes are completed. It would take close observation to detect any difference between them.

THE principal says: "I have a few questions to ask about this lesson. What purpose did you have in view in planning and carrying out the work? Did the accomplishment come up to your expectations? Can you suggest any better method of accomplishing your purpose? I wish you would consider these questions and discuss them with me to-morrow afternoon."

THE teacher spends very little time in preparation for the interview as she has answers ready immediately. She considers the lesson very successful, having produced as good a set of boxes as she has ever seen in a second grade. She is somewhat curious to know what the principal has in mind but she feels quite capable of defending her method against any objections which he may raise.

The principal opens the conference by saying: "That was a remarkably fine set of boxes which your class produced. You were very successful in directing and controlling the class and getting a uniformly good product. I want to discuss the lesson with you because I know that your chief purpose was not to get boxes and I have some doubts as to whether there was as much education in the lesson as you might have accomplished. Now just what was your purpose?"

"To train the pupils to use their hands, to measure, draw, cut, and paste accurately," she replies.

"Were you satisfied with the results?"

"More than satisfied," she answers. "You say yourself that the results were remarkably good."

"You misunderstood me," the principal objects. "I said the *boxes* were remarkably good, but they were not the results you set out to accomplish. The question is whether the children got as much training in the processes involved as they might have had in the time spent. You do not

realize how much of those boxes was your own work and how little the children contributed."

"Why I hardly touched the work," she retorts indignantly.

"True! but you directed every step. No child was allowed to go wrong. You did all the planning and practically you did the work because, although you did not actually draw the lines or hold the scissors, you stood over the children and saw to it that the work was done as you intended. You alone knew what it was all about. The children were not trying to do their work accurately in order to accomplish a purpose. They were simply obeying you."

"But suppose I had allowed more freedom," the teacher objects. "Some of the children would have spoiled their paper at once, and we should have had very few decent boxes."

"Very likely, but that would have done no harm, would it, if the children had learned more by making mistakes?"

"Well, how would you have done it?" she asks rather caustically.

"Oh! I couldn't do it very well, myself," he answers. "I could not handle little children as you do, but I should like to suggest a method which I wish you would try. I think you could get more development for the children. See what you think of it.

In the first place, I think you should have a different purpose, or an additional purpose more important than the others. The chief purpose would be to give the children experience in making plans and carrying them out. To do this, they would need to learn to use rulers, cut and paste,

and you would help them in this, but I think that, in trying to make something which they really wanted to make, most of the children would learn these processes more rapidly than if they are allowed merely to do what the teacher directs.

It would be best to have the plans originate with the children and to allow different children to work on different projects, but in order to simplify the problem and keep it as much like your own as possible, let us suppose that everyone is to make a box. You might show the children several boxes of different colors, sizes, and shapes, telling them that the boxes had been made by some little friends of yours to hold Christmas candy, that you had thought they might like to make some like them. You will agree that the children would be eager to do so. They would choose the box which pleased them most. If any of the class wished to make a box different from any of the samples and if you thought that he could do it, you would encourage him to try, or possibly advise him to make one like the model first and afterward work out his own plan.

Then would come the question of how to go to work, and here would be an opportunity for the children to think, which ought not to be lost by telling them too much. You might leave the boxes for a day or two where the children could examine them carefully before beginning the work.

There might then be a discussion of the various steps. Some of the children will probably suggest that the boxes be unfolded so as to see just how the paper is cut. Some will see, without help, what measurements to make. The others can be given whatever help they need. They will

appreciate the advantage of working out the problem first with cheap paper so as to avoid spoiling the good paper by making blunders. You ought not to be troubled by mistakes, if a child is doing his best. Simply help him to discover his error and avoid making the same mistake again.

If you use this plan, you must expect much greater variation in the product than you got the other day, but do you not think that the children will learn more?"

"Yes," she admits. "I can see that there would be more opportunity for thinking and more training in self-reliance. The children would be more interested in the work. The chief difficulty that I see is in guiding forty children. I could do it with a small group but I am not sure that it would be practicable with a regular class. However, I will try it. I begin to see that there is not much educational value in the sort of handwork which I have been teaching and, if necessary, I can cut down the number of lessons and divide the class into two sections. Perhaps some of the abler children can act as assistants. At any rate, you have given me a new idea."

PROBLEM **103**. — Miss D. observes a "socialized recitation." She is impressed with the mental activity of the children and with the freedom with which they express themselves. On trying the plan in her own class, she finds that pupils tend to use set forms of expression, criticize trivial faults, and show little ability to see the important points of the subject or their relations.

Miss D. discusses her difficulties with other teachers. Most of them have observed so-called "socialized recitations" and a few have tried to introduce them in their own classes. All have observed the same faults which

disturb our teacher. Pupils say, one after another, such things as "Excuse me, John. You said 'river' and you should have said 'rivers.'" "I liked your reading, Mary, because you read with good expression and you stood well." The pupil criticized says: "Thank you, Helen; thank you, Albert."

One of the teachers exclaims: "It all seems so artificial. The children talk more than in the usual recitation and the teacher doesn't monopolize so much of the time. I suppose that is an improvement, but there is no spontaneity. The children aren't really developing initiative or coöperation or ability to think and speak for themselves. They are just copying the teacher, going through conventional motions without any real purpose. If that is all there is to the 'socialized recitation' I think it is a waste of time."

"There are greater possibilities in the socialized recitation," Miss D. declares. "I know because I saw something entirely different when I visited Miss W.'s class at the Burton School. The children were natural but very enthusiastic. They spoke freely and did the best thinking that I have ever seen children do. There was nothing parrot-like about it. They were thoroughly in earnest. It is possible to have a genuine social spirit in the classroom for I have seen it. I have missed something and I am going to find out what it is."

Miss D. decides to observe closely a socialized recitation of the unsatisfactory type and compare it with Miss W.'s work, and see if she can detect the causes of the difference in results. She explains her purpose to one of the teachers and arranges to visit the latter's class.

The lesson observed is on the geography of the Western

States. The teacher calls upon one of the children to take charge. The girl goes to the front of the room and proceeds to ask questions: "Name the Western States, John!" John rises and says: "California, Oregon, Washington, Idaho, Montana, Wyoming, Utah, Colorado, Arizona, New Mexico." Several children stand. John addresses them in turn: "Helen!" "Excuse me, John, you said 'Utaw' and you should have said 'Utar.'" "Thank you, Helen. Henry!" "Excuse me, John, you left out Nevada." "Thank you, Henry. Louise!" "Excuse me, John, you should have said: 'The Western States are California, Washington,' etc. You didn't give a complete sentence." "Thank you, Louise." Another question is asked and the same procedure follows. Presently the leader calls upon another pupil to take her place, and so it goes on.

It is evident that the questions are all aimed to get a reproduction of the textbook statements. Some of the pupils invariably offer criticisms. Some take no part at all. The teacher occasionally says: "I noticed an error," or puts in a question. At the end of the period, she says: "For to-morrow you may take the next topic 'Industries of the Western States' on page 325."

Miss D. then writes to Miss W. and asks permission to see another socialized recitation, preferably one in geography. Miss W. appoints a time. When Miss D. enters the classroom, Miss W. says: "Children, Miss D. has come to visit us again. She is interested in our work in geography. I think she would like to know just what we have been doing." One of the pupils promptly rises and says: "We are traveling all over the United States —

making believe, you know. Each of us has studied all about one of the states and he takes us with him to visit it. To-day, Arthur is going to take us to Colorado."

Arthur then comes to the front of the room, bringing a pile of pictures, pamphlets, newspapers, etc. He pulls down the map of the United States and picks up some time-tables. Then he says: "We start from the Pennsylvania Railroad Station in New York at 10 A.M. The fare to Denver is $75.00 and the berths on the sleeping car cost $20 more." Someone asks: "How much will the whole trip cost?" "Well," he replies, "we ought to allow at least five dollars a day besides the railroad fares back and forth, and we shall be gone three weeks." He does some figuring on the blackboard. "We ought to have $250 anyway and we may want to buy some things, so I think we would better take $300." He points to the map and says: "We go across New Jersey, stopping at Trenton, and get to Philadelphia at 12.20. In the afternoon, we travel across Pennsylvania and get to Pittsburgh late in the evening. We don't see anything of Ohio because we are asleep and when we get up in the morning we are nearly across Indiana. We get to Chicago at 8.00 o'clock in the morning and stay there until 1.00 o'clock, when we take a train on the Chicago, Burlington, and Quincy Railroad for Denver. That takes us through Illinois, Iowa, and Nebraska. We cross the Mississippi at Burlington, and the Missouri at Council Bluffs and Omaha."

"Do we go on a ferry?" asks one of the class. "No, there are bridges at both places. In the morning we are in Nebraska and it takes us most of the day to get across the state. In the afternoon we begin to go up hill and they

put on two engines. Late in the afternoon, we see a faint line of white, away on ahead, and someone says: 'There are the Rocky Mountains.' They are still a very long way off. The air is so clear that you can see a very long distance."

One of the pupils interrupts: "My uncle told me a story about that," and then he tells the story of the man who had been so often deceived by distances in the clear Colorado air that he would not trust his judgment when he came to a little brook, two or three feet wide, but took off his clothes, prepared to swim.

Arthur continues: "The mountains get nearer and nearer, and as we come to Denver, they seem almost on top of us, but in all the eastern part of the state the land is a prairie with ranch-houses once in a while and lots of cattle and a few cowboys riding ponies with high Mexican saddles. There are hardly any trees, just a few cottonwood poplars along the banks of streams."

He passes around some pictures of the ranch country and answers questions about them. Then he announces the arrival in Denver and shows pictures and pamphlets describing the city. He tells about trips to Colorado Springs, Cripple Creek, Pueblo, and Grand Junction, visits a gold mine and a smelter, climbs Pikes Peak, and explains the irrigation systems. He shows pictures of the canyons and the snow-covered peaks and of camping parties with saddle and pack-ponies. The pupils have many questions to ask and information to give, which they have learned from parents or other relatives. The discussion is adjourned until the next day and, in the meantime, the pictures and reading matter, a riding quirt, a

sugar beet, and a lump of gold ore are put on a table where pupils can examine them at their leisure.

Miss D. contrasts the two recitations. One of them seems artificial and barren, the other natural and full of life. As she thinks over what she has observed she is impressed with the difference in state of mind of the two sets of pupils. In one case all were attending chiefly to the words of the textbook. All knew the material or had read it at least. They were merely quizzing each other on a formal lesson. In the other case, the leader had a lot of fresh material to contribute, — more than he had time to give. He knew his subject and was eager to tell about it. The other pupils wanted to know. Naturally they asked questions. They couldn't help it. The leader wasn't trying to remember the answer to a question. He was trying to make a point clear. It was a genuine socialized recitation because it was a true social situation. In the first case, the pupils used stereotyped expressions and behaved according to rule because there was nothing else for them to do. They had nothing in their minds but the words of the book and there was nothing to stimulate them to spontaneous behavior. They had either to keep still or act like parrots.

Miss D. concludes that in order to have a socialized recitation, there must be subject matter which naturally calls for give and take between the pupils, something to be told or something to be learned which some of the class know and the others want to find out, or something involving real difference of opinion which naturally leads to argument. "In other words," she says, "a good socialized recitation is not a recitation at all. It is a conversation."

PROBLEM 104. — A high school teacher uses the common recitation method, assigning a lesson for outside study, and calling upon pupils to recite at the next recitation. The teacher asks innumerable questions, sometimes changing the question three or four times before permitting a pupil to answer. Replies are usually meagre and poorly expressed. The teacher works hard but the pupils put forth little independent effort. Examinations induce vigorous "cramming," but tests given a few months after the completion of the course show that little has been retained.

The teacher discusses the problem with the superintendent and is advised by the latter to read a book on methods of teaching. This book describes very clearly the common type of recitation which the teacher recognizes as his own. The author maintains that the indifference and poor response of the students are the natural results of the method employed. The teacher is taking all the responsibility. He alone knows what is to come next. For the pupils the course is simply a series of tasks upon which they will be quizzed. They have no purpose except to pass in the course and, in the case of a few, to get high marks. They are not eager to find out anything or to accomplish anything. The teacher is constantly trying to find out what they don't know and the only fun for them is to beat him at this game. The author says that the pupils ought to be taken into counsel in planning the course and assigning the work. There should be coöperation between teacher and pupils. The latter should be given more responsibility. The teacher should be guide and inspirer rather than slave-driver.

The teacher is inclined to think that this is a pretty theory of one who has no practical knowledge of high school boys and girls. However, it interests him. It would be

fine if it could be done. He thinks about it a good deal and it influences his attitude toward his pupils, without his being fully conscious of the change. He begins to depend somewhat upon pupils to ask questions about points which they do not understand and uses more of the recitation period in discussing such points and developing new work, instead of quizzing the class upon every item of the lesson. Gradually the pupils come to see that, if they are to meet the tests satisfactorily, they must take responsibility for mastering the work as they go along, and, if they fail to ask for help where they need it, it is their own loss, not the teacher's. Toward the end of the term, he asks one day, on the spur of the moment, "How much can we take for next time?" and is surprised that the class is ready to take more than the usual assignment. One of the pupils says: "Let's finish the work as soon as we can so as to have some time for review." As the teacher refrains more and more from immediate answers to pupils' questions, discussion develops and pupil participation becomes more free and spontaneous.

By the end of the term, the teacher has become thoroughly interested in the idea of coöperation between teacher and pupils and, on beginning work with new classes, he follows a more definite plan. On the opening day, he discusses with each class the scope of the course and suggests that, before the next lesson, the pupils look over the textbooks so as to get an idea of the work to be done. Then he gets one of the classes into a discussion on the way to organize the recitation periods so as to make the best use of the time. In his manner of speaking he makes himself one of the group about to undertake an interesting enterprise. It is agreed

to organize as a study club. A chairman is appointed to preside at the class meetings and a program committee is appointed with the teacher as one of the members, to assign topics for study and discussion.

As the work progresses, the pupils themselves call for tests to see how well they have mastered the topics studied. The teacher finds himself commending the class frequently. A few pupils need prodding but there is very little of the indifference and passive resistance which formerly exasperated him.

PROBLEM 105. — A seventh-grade teacher finds her class to be very slow and inaccurate in the fundamental processes of arithmetic. She gives a great deal of practice, marks papers religiously, keeps pupils after school, and still finds that very little progress is made. She sets herself the task of devising a more effective method.

The teacher thinks about her problem and discusses it with other teachers. She tries a few devices recommended by the others but sees no appreciable improvement. Her own efforts are not having the desired effect and the pupils themselves, although they seem to be trying, have no enthusiasm. The constant criticism and poor marks are apparently bringing about a hopeless indifference. She must find some way to get the pupils interested in the problem.

Finally, at the suggestion of a friend, she writes to the teacher of methods in the normal school from which she graduated. He advises her to begin by giving some of the standard tests in the fundamental processes. He explains that these tests have been given to hundreds of classes and the results published. The children will probably be

interested to see how they stand in comparison with other seventh grades and how much progress they can make by the end of the term. The results of the tests will also show her more definitely where the weak spots lie.

The teacher explains the tests to the class. The pupils are interested at once and exert themselves to make a good showing. The results are surprising in several ways. Although the average scores are below the standard in all the processes, they are not very much below it except in addition, while in division the class average is almost exactly the same as the standard. The most striking thing about the results is the wide variation in the scores of individual pupils. One pupil did more than twice as many examples as the class average, without making a mistake, while a few got hardly one right answer although they did less than the average number of examples. In general, those who worked most quickly were most accurate and those who did well in one process did well in the others.

It is easy to interest the class in working to raise the class score above the standard. The teacher notices much better effort during the term and considerable improvement in the regular work in arithmetic. At the end of the term both teacher and class are eager to find out how much has been gained.

It is found that the class averages have improved in all four processes but the gain is greatest in division and least in addition. The score in the latter is still below the standard. The variation in individual scores is even greater than before. Some have made remarkable gains, some have apparently stood still, and a few have lower scores than in the original test.

The teacher concludes that the chief value of the tests has been to make the problem more definite and to arouse the interest of the pupils. On the whole, the improvement has come where apparently it was least needed. The weak spots have not been overcome and some time has been used in individual cases in acquiring a quite unnecessary degree of skill. It might better have been devoted to something more important. The problem now is to discover the causes of individual weaknesses and the means of correcting them.

The teacher explains these conclusions to the class and proposes that they make their chief effort during the new term to improve the work where the tests have shown the poorest results. As a class, they will make their chief attack upon addition and as individuals, upon their particular weaknesses. She observes the work of individual pupils closely and makes several discoveries. The first day she keeps her eye on a pupil who is fairly accurate but extremely slow. She notices that he stops frequently in adding a column of figures and with vacant eyes seems to be going through some mental process. She watches him more closely. Suddenly she notices that his fingers are moving. A seventh-grade boy counting on his fingers! It is unbelievable but a study of other members of the class reveals several who have the same habit. One who shows the same signs, but whose fingers are still, is finally detected in making movements of his foot as he counts, and later a girl confesses that she has for years got the result of a combination, which did not immediately come to mind, by touching her teeth with the tip of her tongue as she counted.

Here was a definite interfering habit to be broken up.

These pupils must master the number combinations so that the responses will be automatic. The teacher sets them to work on tables and devises games in which an immediate answer to a number combination is necessary to success. After a few days' work of this sort, these pupils begin to gain speed. Another pupil is found to be very slow in writing numbers. He is helped by copying figures, timing himself, and trying to beat his record. Many prove to be able to add very short columns correctly, but make mistakes when the number of addends is increased beyond a certain point. They are denied, for a time, examples which are beyond their power and are encouraged to work at the limit of their ability, gradually increasing the length of the columns as they succeed in adding the shorter ones without mistake. With some, the errors are almost always made in "carrying" from one column to the next. Special drill on this step gives them prompt improvement in accuracy. A few are victims of nervous excitement, calculating rapidly and accurately part way through an example and then "going to pieces." This is reported to the normal school teacher, who in turn reports it to a psychologist. At the suggestion of the latter, these pupils are advised to rest for an instant once or twice in the course of the example. The effect is immediate.

The success of pupils, who had for years been considered hopelessly inaccurate in arithmetic, naturally raises their spirits. A keen interest in individual progress is aroused. At the end of the term, the class score in addition is above the standard and nearly all the pupils have made progress in the processes in which they were especially weak.

The teacher realizes that she has not fully solved the

problem. Indeed one of the most prominent ideas which she has gained in the course of her study is the complicated nature of the mental processes involved in arithmetical computations. Nevertheless, she knows that she has made progress and has confidence that the causes of pupils' difficulties can be discovered. She intends to continue on the same line, asking the help of experts in cases which baffle her own efforts.

PROBLEM 106. — A teacher of English takes up with her class Scott's "Lady of the Lake." Her regular method is to call upon a pupil to read a short passage, after which errors are corrected, allusions and figures of speech explained, and grammatical questions are asked. She introduces a brief study of versification. Occasionally compositions are required on the subject matter of the poem. Very few of the pupils show much interest and some declare that they hate poetry. At a meeting of teachers, someone makes the statement that if first-year high school pupils do not enjoy the "Lady of the Lake," something is wrong with the teaching.

After the meeting, our teacher "button-holes" the man who made the remark with the intention of making him eat his words. She says: "I don't agree with what you said. I think mere enjoyment is not a sufficient motive for teaching literature. If we are simply to give the students a good time all we have to do is to give them 'Spicy Stories' or the 'Neapolitan Magazine' or the most absurd detective stories. I believe our job is to counteract all this trashy, impossible fiction by making them acquainted with things that are uplifting."

"So do I," says the other. "I believe that the 'Lady of the Lake' is good material for the first year of high school but it is of no use to teach it unless it interests the pupils.

If they are indifferent to it or bored by it, our time is wasted. My point is that it must be taught in such a way that pupils will enjoy it."

"Don't you think," says our teacher, "that everyone ought to know the masterpieces of English literature?"

"That all depends, I think, upon the effect of the knowledge. Merely knowing that Scott wrote the 'Lady of the Lake' and knowing that one has studied it do not seem to me sufficient reasons for spending much time on the book. That is a good deal like pride of family — a sense of superiority because one is related to a famous person, without being any better in conduct because of the relationship. That kind of literary study produces intellectual snobbishness. To be of any great value, a knowledge of the masterpieces must have some real effect upon a person, make him finer in some way, make him behave differently than if he did not possess it."

"But I don't see any better way to present the poem to the pupils," our teacher goes on, "than to teach them what I know about it. I get keen pleasure in reading poetry and I am sure that I get an intellectual, even a moral inspiration from it. Part of my enjoyment comes from ability to recognize the allusions, knowledge of the forms of verse, acquaintance with the life of the author, and even my background of linguistic and grammatical knowledge. I have tried to give the pupils knowledge of this sort as it applies to the 'Lady of the Lake' so that they will be able to appreciate it, but they don't seem to care for anything that takes real study and thought."

"I know just how you feel," the other replies. "I have had the same experience, but I have come to the conclusion

that it is a mistake to assume that children ought to like what we like and for reasons which appeal to us. In the first place, we probably have more taste for literature than the average person, otherwise we would not be teaching English. Furthermore, we have mature minds and a background of literary knowledge which can be acquired only by years of study. If we simply emphasize the things which appeal to us, or if we try to get pupils to understand the poem as we do, we shall shoot over their heads and probably give them a distaste for the poem which we want them to appreciate."

By this time, our teacher is beginning to think that this man may not be so far off the track as she thought. She asks, "Well, how would you teach it?"

"My plan," he answers, "is to formulate carefully the purposes which I want to accomplish and then try to find a method of presentation which will produce the desired result. If one method doesn't work I try another."

At this point the speaker is interrupted and carried off by the chairman of the meeting, and our teacher has no opportunity to resume the conversation. Nevertheless, she has caught his idea and proceeds to think it out. "What do I want to accomplish in teaching the 'Lady of the Lake'?" she asks herself. She ponders this question and jots down the thoughts which occur to her. Afterward she arranges them like this:

MY PURPOSES IN TEACHING THE "LADY OF THE LAKE"

1. To stimulate ideals and aspirations: courage, patriotism, unselfishness, generosity, pure love.

2. To give an appreciation of Scottish character: hardihood, clan spirit, love of country.
3. To develop an appreciation of natural beauty, and life in the open.
4. To develop enjoyment of good poetry and a desire to read more.
5. To broaden the pupils' vocabulary and ideas.

The teacher gives much thought to the method of producing these effects. She realizes, in the light of her recent discussion, that it will not do to make a task of the poem. She must present it so that it will produce exhilaration. She concludes that the acquirement of new words and ideas will have to be a by-product, rather than an object of direct study.

When she meets her new class, she begins by saying that they are about to read a poem which has become famous and has given pleasure to thousands of people. The scene is laid in Scotland and the poem was written by a man who was a great lover of his country. She tells very briefly about Scott's life and shows his picture. Then she shows photographs of the Scottish Highlands and makes such places as Ben Lomond and Loch Katrine realities in the minds of the pupils. She tells them a little about clan loyalty and the strife between Highland and Lowland. Finally she speaks of the bards and explains that this poem is written as though sung by one of these bards. Then she begins to read the poem, occasionally giving a word of explanation, but putting all her effort into the reading, watching her class and striving to make them respond to the rhythm of the verse and the pictures of wild life and action of the characters in the story.

The first lesson is promising. The interest and enjoy-

ment of the pupils is evident. At the end of the period, the teacher says: "If you will finish reading the first canto yourselves, I will read the next one to you to-morrow." The reading proceeds rapidly. Many of the pupils read ahead. There are occasional questions and discussions started on the initiative of students, but the teacher makes no attempt to deal with details of language or allusion, except when questioned. She does most of the reading which is done in class, but occasionally permits a pupil who has read ahead and shown unusual appreciation to read for a time.

In a few days, the poem has been completed. Pupils are enthusiastic. They discuss the characters and some have voluntarily learned passages which especially appealed to them. They are quite ready to go over the poem again more carefully, in order to understand passages which were not perfectly clear.

During this second reading, the assignments are shorter. There is more discussion and frequent use of the dictionary. Pupils are encouraged to prepare passages which they like best to read to the class. They select favorite bits for memorizing. Finally some theme writing is done, but the teacher is careful to allow pupils to select subjects which really interest them and even includes in a list of suggested titles some which have nothing to do with the "Lady of the Lake." Her purpose in doing this is to avoid the possibility of dulling the edge of a pupil's enjoyment of the poem.

When the work is finished and she refers to her statement of purposes, she is convinced that she has come nearer to accomplishment of what she set out to do than she has ever done before — with this book, at least. The oral and

written discussions have shown that many of the pupils have gained real inspiration and some have already asked for other poems "as good as this one." A few have written some passable verses in the style of the "Lady of the Lake." The new ideas and new words have been used freely in themes and discussions.

PROBLEM 107. — At a teachers' meeting, the principal of a school says to the teachers: "Everybody seems to be talking about the 'project method.' I don't know much about it myself but I think we ought to look into it and see whether it has any value for us. I wish you would all find out as much as you can about the method, and experiment with it if you please. Then we can discuss it at a later meeting."

At the close of the meeting, a discussion is started among several of the teachers. A primary teacher says: "As nearly as I can find out, the project method is letting children do as they please. A friend of mine told me about a first-grade teacher who, she says, is 'dippy' on the subject. She has what she calls a 'free period,' when the children do what they like. They build with blocks, or make things with paper and paste, or draw, or do anything else that they please. They simply choose what they want to do, help themselves to material, and go to work — or rather play, I should call it. I don't believe there is any sense in that sort of thing in school. There is time enough for play out of school hours. If children are to do what they please, what is the use of a teacher?"

Another says: "That's not project method. In the Canfield schools, they claim to be basing all their work on projects. One class studies pottery, another the silk industry, another paper-making, etc. Take paper-making, for example: The class learn how paper is made and

make some themselves, instead of the usual work in manual training. The language work is based on paper-making. They read about it and write compositions on the subject, and do arithmetic problems about making and selling paper. The teachers claim that the children are much more interested in their work than when they have unrelated lessons in reading, language, arithmetic, and manual training, that they do more thinking, talk and write more freely."

"I don't see how they can cover the ground in the regular subjects that everyone ought to know," interposes one of the teachers. "Neither do I," answers the previous speaker, "but they claim that they do."

Another says: "I know a case in which the whole school worked on the same project. They wanted to send some dolls to children in the European countries which were devastated by the war. The special class made wooden dolls and each class had one. They made complete outfits of clothing and little trunks to pack them in. The parents became interested and contributed material, and the janitor made dolls' furniture for the lowest classes, where the children could not do it themselves. One of the teachers told me that the children worked like beavers and did better sewing than anyone would have thought possible. They wouldn't tolerate poor work but insisted on ripping out big stitches and doing the work over until it satisfied the class. She said the project did more than anything that had ever happened before to develop a sense of unity and pride in the school."

One of the group says: "I thought that 'project method' was just a new name for the socialized recitation. The

purpose seems to be to have the children more active, to have them take the lead rather than follow directions, and to think and talk more for themselves."

"The project method reminds me of the elephant and the four blind men," laughs Miss P., who has been merely listening. "What it is depends upon the direction from which you approach it. I'm completely muddled." That evening she goes to the library and takes home a book on the project method. For the next few days, during her spare time, she reads and thinks, attempting to apply the author's conception of project teaching to the illustrations given at the recent discussion. Finally she exclaims: "Eureka! The wall, the tree, the snake, and the rope are all merged in the elephant. The essential idea in the project method is *purpose*. We learn most rapidly and most effectively when we are trying to carry out a purpose which we earnestly wish to accomplish, and, as the author says, one of the most valuable habits which one can acquire is that of translating desire into purpose and 'seeing it through.' The project method, as I see it now, changes the whole scheme of education. Instead of a process of pouring in or molding, education consists of guiding the child in accomplishing his purposes. We must help him to get hold of valuable purposes and show him how to work them out in the most economical ways. That is our job; but we must be sure to give him a chance to work under the stimulus of his own purpose.

All of those ideas of project teaching which the other teachers spoke of the other day fit into this conception. The free period is an obvious method of giving children a chance to form a purpose and carry it out. There are

doubtless practical difficulties in making the free period valuable, but the idea is consistent with the aim of project teaching. The paper-making is a coöperative project. If the children really become sufficiently interested in it to acquire a real purpose to work it out, it accords with the new plan of education. The doll-project is coöperation involving more people. The testimony indicates that it produced in the children the right mental attitude. The socialized recitation, if it involves genuine purpose and activity on the part of the children, is one type of project work."

A week or two later, the principal calls for teachers' ideas on the project method and Miss P. explains her view and how she acquired it. "I can't see anything new in the scheme except the name," says one. "We have always done such things as you mention. I remember that nearly twenty years ago we used to make butter in the fourth grade. What is the sand table work which we have been doing for years but projects?"

"It isn't altogether new," Miss P. replies. "I suppose there have always been teachers who have succeeded in having their children work with a purpose, but I doubt if many of them knew what they were doing. They didn't use a thought-out method and much of the time they simply heard lessons. Besides, they were rare teachers. I believe it is a new idea to most of us. At any rate, now that I understand it, I think I can use the method consistently and deliberately, rather than once in a while by accident."

"I can't see why you call it a method," objects another. "It seems to me that you are proposing to change the subject matter, abandoning the traditional outline of facts

and processes, or at least changing the order in which they are taught, and substituting larger units of thought in which the various items of knowledge come in as they are needed."

"That isn't the way I look at it," says Miss P. "I don't believe it is chiefly a question of subject matter. Of course we must have projects which appeal to the children, but the fundamental idea is purpose. The subject matter is chosen in accordance with that principle. To me, it is a method of education by which we stimulate purposing and develop ability to carry out purposes. It involves, for the teacher, keeping in the background when her direction would interfere with the pupils' effort, and giving help and advice when this will help the pupils to gain power. The mastery of subject matter is not the important thing for the teacher, although it may be, at times, for the child. You spoke of abandoning the traditional material. I don't believe that is an essential feature of the method. In so far as the acquirement of this material is necessary, the acquirement may become a project in itself. If the pupil sees the need of it and purposes to master subject matter or a new process, it becomes a project for him. Learning the multiplication table or preparing for college entrance examinations may be real projects, if the pupil undertakes to accomplish these things instead of working under the direction of a teacher who has determined that he shall accomplish them. We teachers have been monopolizing purposes. We have got to share them with the pupils."

After this meeting several of the teachers try to make use of the project method. A month later experiences are reported and discussed at the teachers' meeting. One says: "My chief difficulty is to tell how far the teacher

ought to go in starting a project. Ideally, I suppose, the projects ought to come from the children — they want to do something and we guide them as they carry out their plans so that they may learn as much as possible — but practically I find that comparatively few have projects to suggest. Is it any better to have a class work on a project initiated by one of their number than on one which is intrinsically more valuable, proposed by the teacher?" Before anyone can answer, someone remarks: "If you wait for the children to decide what they want to do some of them will never do a thing except copy someone else."

Then Miss P. says: "I think we can answer such questions of procedure if we keep in mind our general purpose of education and the special aim set up in the project method. We want all the children to make the best possible growth and, to further this, we want everyone, as nearly as possible, to work with a purpose of his own. It does not matter where he gets his purpose, if he really has it and if it is one that will mean growth for him. It would be absurd, I think, to sit still and wait for the spirit to move a child before we did anything. How did we ourselves get hold of the purposes which have proved to be of greatest value to us? If we attempt to analyze them, I imagine that we shall find that in a good many cases they resulted from suggestions made by others, sometimes from direct advice. Sometimes we began to do what somebody else was doing and presently became intensely interested. Even in cases where the fully formed purpose was the result of deliberation, most of the ideas involved in it probably came from others. In the case of a coöperative enterprise

it is obviously impossible that all the participants should have initiated the plan.

Perhaps the most important thing that the teacher can do is to get children interested in doing worth while things. She should, I think, take advantage of desires expressed by the children, offering suggestions for making them more valuable or more practicable, but she should often make the first suggestions herself. I find that such a suggestion followed by discussion usually results in a plan which the children consider their own. The only danger, as far as I can see, is the possibility of forcing on the children something which does not, in fact, produce a genuine purpose. When this happens the teacher should promptly drop the plan and find a better one."

A teacher says: "I can't seem to prevent a few of the children from doing all the thinking and most of the talking." Several suggestions are offered for meeting this difficulty. The proposal to deny such pupils opportunity to speak or to give them minor tasks is disapproved because it would retard their own growth. The best suggestion is to make individual pupils or groups of pupils especially responsible for definite parts of the project. One says: "I doubt whether we can prevent certain pupils from taking the lead or whether we ought to try to do so. We need leaders. The work of the world is done under leadership, and, while we ought to try to have everyone do as important a part as he can, we shall have to expect a few to play the principal rôles."

"What shall we do with the pupils who shirk or who are inert?" asks a teacher. Miss P. answers: "I have thought about that, and I think our general purpose suggests the

answer. I can't believe that a child will get his best growth through idleness. I should try to get him interested in the game, but if I failed, I should make him work. Until he gets a purpose of his own, he will have to follow mine. I suspect that there may be some people who ought always to be guided by another's purpose, but we ought not to assume that in any case until we have used every effort to get the youngster moving under his own steam."

Someone says: "I wonder if 'project method' will be like 'correlation,' 'motivation,' and 'socialized recitation' — an educational fashion of a year or two." The principal replies: "I have no doubt that it will, in the sense that you mean. It will probably be talked about and will monopolize the programs at educational gatherings and teachers who like to be in fashion will be project methodist fanatics for a season and then the term will fall into disuse. However, I think the idea will persist. The underlying ideas of the terms which you mentioned are probably having more real influence upon teaching to-day than when the names were in everybody's mouth. Indeed, they have all contributed to this new method. I believe that the idea underlying the project method is a real discovery and will do much to improve teaching. Perhaps if we give our attention to the idea and use the name sparingly, we shall be less inclined to abandon it when the next panacea is advertised."

Principles Relating to Method

1. Method should be adapted to purpose. It is easy for a teacher to fix attention upon method to such an extent as to lose sight of the purpose.

2. That method is best which accomplishes the purpose with a minimum expenditure of time.
3. The teacher should aim to develop methods by which all the pupils of her class are stimulated to do their best, to work in response to their own motives, and to do their own thinking.
4. Methods should be adapted to the age of the children, and as far as possible to individual peculiarities. With little children, there should be opportunity for much physical activity. In all grades there should be more doing and less mere listening and reciting than common practice permits.
5. A teacher must guard against the employment of the superficial form of a popular method without having studied its full significance with reference to purpose and to child psychology.
6. One should examine one's methods in the light of results. If results are poor, don't blame the pupils, but try to find out where the method is at fault.
7. Repetition is essential to learning, but monotony kills interest. Variation is necessary to keep attention at a maximum.
8. It is wasteful to attempt to teach too many things at once. It is better to accept crude results temporarily than to try to correct everything according to a standard which is beyond the pupils.

Problems for the Reader to Solve

Problem 108. — A common method of teaching spelling is to assign, say, ten words from the spelling book, give the pupils ten minutes or so to study them, and then dictate the words. Pupils mark each other's papers. In a class whose teacher uses this method, more than half the class usually write perfect papers. Some have four or five mistakes. In a test at the end of the term, very few get a hundred per cent, one gets twenty-four per cent and half the class falls below eighty per cent. In written papers in composition and on examination papers there are many mistakes.

Problem 109. — A sixth-grade teacher usually introduces a new lesson in history or geography by having the children read the new material aloud from the textbook, different pupils

reading one paragraph each in turn. The facts are not grasped or retained very well and pupils show no power to apply their knowledge to questions which do not call for direct reproduction of the author's statements.

PROBLEM **110.** — A mathematics teacher uses the following method regularly. New topics are explained, problems from the textbook are assigned, usually in the order given in the book. At the next lesson the same problems are put on the board, each pupil doing one. The teacher corrects errors and pupils are expected to compare results with their own work. Papers are handed in and marked by the teacher. Many of the pupils continue to be inaccurate. Investigation shows that some pupils spend 15 minutes on an assignment, others as much as two hours. The teacher occasionally finds papers that are identical, although having many mistakes.

PROBLEM **111.** — A teacher finds that there is a great variation in ability in her class in arithmetic. Some of the class find the work very easy. Others are failing and making little progress in spite of a large amount of drill. The teacher feels that the work is not meeting the needs of these pupils, but does not see how to do better in the time available.

PROBLEM **112.** — A teacher discovers a new device for drill which arouses intense interest. Pupils gain surprisingly for a few days, but gradually lose interest and seem to be making no progress.

PROBLEM **113.** — A contest arouses keen interest but the pupils of least ability fail first and take their seats. Those who need practice least get the most. The teacher tries to devise a plan which will retain the interest and at the same time stimulate all the pupils.

PROBLEM **114.** — A teacher of foreign language whose whole training and experience has been in accordance with a grammatical approach to language study and who enjoys grammatical analysis, goes to work in a school whose principal favors the "direct method." She thinks the new method slovenly, a device for making language study easy. "Pupils trained in it know nothing definitely," she says. She is sure she is right, and yet cannot convince the principal.

PROBLEM 115. — A prize is offered to the pupil who gets the highest marks for the term. Some pupils show great interest in their marks and parents complain that the teacher is showing favoritism. Most of the pupils are indifferent because they know they cannot hope to win.

PROBLEM 116. — In a primary grade, the teacher has hygienic practices and good manners dramatized. A parent who sees children making believe to brush their teeth and chewing imaginary oatmeal thinks it a silly performance — mere play.

PROBLEM 117. — A common method of teaching language (English) is to have pupils learn rules and definitions of language elements — such as punctuation, grammatical and rhetorical principles — and write many exercises appyling rules. Pupils are, of course, expected to apply this training in the writing of compositions. Compositions show many errors and little originality.

PROBLEM 118. — A teacher is much concerned because her pupils make so many errors in oral language. She constantly corrects them, but this seems to have little effect. Pupils seem to be incurably careless.

PROBLEM 119. — A teacher of drawing uses many lessons in which pupils draw from an object such as a spray of flowers or leaves. Most of the pupils are only mildly interested and some are bored. The superintendent wants to know what she is aiming at in such lessons. She replies that she is aiming to develop an appreciation of the beautiful. He expresses doubt as to whether this is an economical way to accomplish the purpose, and asks her to devise a method which will develop appreciation more directly than by careful copying of beautiful objects.

PROBLEM 120. — In current discussion of educational methods, much stress is laid upon the pupil's motive in doing his work. A teacher says: "That sounds well, — but what motive has a pupil for studying the geography of South America — he must know something about it, and he might as well get to work and learn it, just because he is required to learn it."

PROBLEM 121. — A pupil makes a mistake in giving the results of a combination of numbers, for example 7×9. The teacher says with a question mark in her tone "7 times 9?" The pupil repeats his answer. "Try again," she says, "you certainly know that." He gives another wrong answer. "Think," she says, "7 times 9!" After one or two more attempts, he hits on the right answer. A supervisor who is observing the lesson, remarks that it would have been better to tell the child the right answer at once. This puzzles the teacher because she has always felt that it was a mistake to tell a child anything which he could get for himself.

PROBLEM 122. — A certain teacher relies to a great extent upon marks as an incentive to effort. Pupils who lose the place are given "zero." Some of the pupils compete very vigorously for high marks and sometimes complain that they have not been marked fairly. The poorest students seem indifferent.

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CHAPTER VIII

PROBLEMS DUE TO VARIATIONS IN PUPILS' ABILITY

LANGUAGE HANDICAP; GROUP TEACHING; RAPID PROMOTIONS

PROBLEM 123. — In a certain grade, there are a few children of foreign birth who have very little command of English. They cannot express themselves well, and have great difficulty in getting the meaning from books which are easily understood by the other children. In other respects they are, on the whole, up to grade. One or two of them are far ahead of the class in practical arithmetical ability.

THE teacher has been patient with these little foreigners. She realizes that they are handicapped and she desires sincerely to do as much as possible for them, but her efforts are very discouraging. They keep making the same awful mistakes in speech, no matter how often they are corrected. They get the most absurd ideas when called upon to study a textbook. In oral reading, they mispronounce words constantly and show that they do not understand what they are reading although they cheerfully blunder ahead. And their compositions! "Impossible" is the only word for them. At times, she is convinced that they are "plain stupid," and yet occasionally flashes of unexpected intelligence prevent her from abandoning the task as hopeless.

She shows another teacher a composition written by one of the foreigners and they have a good laugh over it. "Did you ever visit Angelo's home?" asks the other. "No."

"Let's go together and call on the family. I went to see them last year, when the older sister was in my class. They are very interesting."

The visit is a revelation to our teacher. She finds a family of twelve and three boarders besides, in a little house which would have been snug quarters for three or four according to her way of thinking. The mother and grandmother do not understand a word of English and the father has very little advantage of them in this respect. Italian is evidently the language of the home for children as well as adults. The cordial welcome touches her heart. Angelo's teacher is a guest of honor. With the older sister as interpreter, they talk about the children and about school. She starts to tell about the boy's difficulties because of his poor command of English, but soon realizes that she is not making herself clear and is glad of it when she sees how proud the family is of Angelo and how wonderful it is to them that the children can speak the foreign tongue.

Our teacher goes home with a greater sympathy and a new respect for her foreign-born pupils. Instead of thinking of them as dullards, she finds herself wondering how, amidst such surroundings, they have made so much progress. This new point of view affects her treatment of the children. Unconsciously, she encourages and praises where before she had often shown disappointment. The children respond to this treatment by renewed enthusiasm and greater efforts to please. The teacher visits other homes and a real understanding and affection grows up between her and the little foreigners.

The English problem is still unsolved, but she goes to work upon it with determination. She feels that these chil-

dren, some of whom are retarded several years already and will probably leave school at fourteen, ought not to fail of promotion if she can possibly prevent it. To avoid waste of time for the class by having the other pupils listen to the stumbling oral reading of the Italians, she takes the latter by themselves while the others are studying. She is soon convinced that the reading matter of the grade is too difficult and she gets easier books from the lower grades. Gradually this leads to differentiation within the small group. Some make better progress than others and are given more difficult books. The teacher and pupils become interested in the individual problems of the several members of the group in mastering oral reading.

One day, without premeditation, she asks one of the abler American children to help one of the foreigners in a lesson involving study from a textbook. This works so well that she adopts it as a regular method.

She frequently says to herself: "If I only had more time for the foreign group! If I had them alone, I could put twice as much time on English. They could afford to give less time to other subjects. English is the important study for them." The difficulty is that time devoted to special work with the foreign group must be taken from the rest of the class. "There ought," she thinks, "to be a special teacher who could give her time to small groups of pupils who need special help." She makes this suggestion to the principal who agrees that it is a good idea which he will support. Until it can be brought about, he adopts her alternative plan of giving the foreigners double time in English by sending them into the lower grade during its English period.

PROBLEM **124.** — In an eighth grade, pupils vary in age from eleven to sixteen. The youngest are the ablest in most school work. Tests show that some of the class have no more ability in certain subjects than the average sixth-grade pupil.

The tests convince the teacher that her usual method of teaching the class as a whole is very poorly adapted to the needs of pupils at the two extremes of the class. On the one hand, the abler pupils are marking time as they go over work which calls for no effort. They are missing the growth which comes through attacking real difficulties. On the other hand, the pupils of least ability are forming habits of inaccuracy and superficiality. They are skimming over work which they do not really understand and constantly making mistakes in problems which are too difficult for them.

"This method," thinks the teacher, "does not fit our ideal of helping all children to make the most of themselves. It is calculated, rather, to make the abler ones mediocre and to spoil the chance of the slower ones for fitting themselves to do well what they are capable of doing."

She goes over her list of pupils and, using the results of tests and other knowledge of individual abilities, selects those who are most likely to suffer from mass teaching. About one sixth of the class falls in each of the two groups at the upper and lower extremes. The remaining two thirds, while differing considerably in ability and attainment, are nearly enough alike to be taught as a group without serious loss. Taking first the ablest group, she selects two pupils of exceptional ability and good physical development and suggests to the principal that they be promoted at once to the high school. "They can learn nothing in this

grade," she says, "and I am sure that in a few weeks they will be leading the high school class."

Several of the others she designates as tentative candidates for a double promotion at the end of the term. These pupils are excused from recitations and lesson assignments which would involve no growth for them. The teacher takes them as a group for brief lessons in Latin and allows them to work by themselves much of the time on this subject and on algebra. As all of these pupils have good ability, they are able to forge ahead with their books as a guide and with occasional help and encouragement from the teacher. The result is that this small group of pupils loses its listlessness and becomes energetic. At the end of the term, a considerable part of the first term's work in Latin and algebra has been accomplished and, with some study during the summer, most of the pupils are successful in gaining a double promotion.

To a few of the abler group who are immature or physically frail, no high school work is assigned. They spend the time, when the class is working on material which would not be of value to them, in stimulating reading of standard literature, history, science, travel, etc. One pupil who is in poor health is advised, after a conference with the principal and the mother, to come to school only in the morning and to spend the afternoon out of doors.

Taking the list of pupils who have least ability, the teacher finds two who apparently cannot make much proggress without a good deal of individual help. She arranges with the principal to have them spend an hour each day with a special teacher who gives a part of her time in aiding backward pupils. The rest she teaches as a group in work

which they especially need and which they cannot have with the main body of the class. She varies lesson assignments so that, as nearly as possible, pupils will have work which calls for their best effort but which is not beyond their powers. She tries to develop pride in doing each job well and in making progress in overcoming individual difficulties.

Gradually, in the formal processes such as spelling, writing, arithmetical operations, and in silent reading, the whole class learns to work individually to a considerable extent, each one trying to progress as rapidly as possible. The work is divided into convenient sections and any pupil is free to present himself for a test on a section whenever he thinks he has mastered it.

In such subjects as literature, science, and civics, involving discussion, the whole class meets as a group. Some contribute much more than others and there is considerable variation in lesson assignments, the amount of individual reading and the difficulty of special topics assigned for study being adapted to the abilities of the individual pupils. The teacher feels that in such subjects as these, pupils gain much from exchange of ideas and from participation in a social group even if they differ in grasp of the subjects discussed.

PROBLEM 125. — In a first-year high school class, the teacher finds a good many students who are not up to "high school standard." They fail in all tests and recite very poorly, never volunteering to speak. On the other hand, he is very much pleased with some of the students. He points to their high marks in his tests as evidence that the tests were fair. He thinks that the trouble is that the first-named group is not prepared for high school work. Some of them are not "high school material" at all. These students soon drop out.

The teacher takes the first opportunity to express his views to one of the elementary school principals. "What is the use," he asks, "of sending such stuff to high school? It simply wastes their time and ours. They can't do the work, and they simply clog the school machine until they see that they don't belong in high school. Then they quit and go to work. It seems to me that some of these people ought to stay in the elementary school for at least a year longer and some of them ought to be advised to go to work. Then they can be earning a living instead of failing in the high school."

"Apparently you and I have different views of the function of the high school," the principal replies. "You seem to think that it is the duty of the school to maintain a certain standard of scholarship. The standard is the fixed element. Pupils who do not or cannot meet it are to be rejected or eliminated if they are so unwise as to enter. The school is for the benefit of a select group.

I believe that the proper function of the high school, as of all other schools, is to do everything possible to help boys and girls of all sorts to make the most of themselves. It ought to accept the pupils as they are and help them to grow, instead of rejecting them because they do not conform to an arbitrary standard. The criterion for deciding whether a boy or girl should go to high school ought, I think, to be this: 'Can the high school do more for his development than the elementary school or industrial life?' I admit that, if your view of the matter should prevail, it would be a mistake for such pupils as we are discussing to go to high school, but I believe that the mistake would be yours.

You recommend that some of these people stay a year

longer in the elementary school. We have tried that plan a great many times, but it has the very effect which you deplore. The pupils leave school. They are older than the other pupils and do not feel that they really belong 'with a lot of kids.' They come to dislike school and are glad to leave it. We try hard to persuade them to stay, but we are handicapped. I am confident that the high school with its varied equipment, its method of control adapted to older pupils, and its athletic activities, could, if it would, do far more for these people than we can possibly do."

Our teacher objects that lowering the standard to fit poor students will spoil the school for the good ones. "How," he asks, "can they prepare for college? They will never cover the ground in four years, and they will get into lazy habits."

"I don't want any lowering of standard," the principal declares. "I want standards adapted to the abilities of the students. If we are aiming to educate real boys and girls, we must abandon the idea of a single arbitrary standard, which can fit only a few of them. Here!" (handing him a book) "read this and you will see what I mean."

The teacher reads the book which records careful studies of individual differences among children and adults. It gives him a new idea. He has always been aware, of course, that people differ but he has never realized before how significant these differences are for interpreting the behavior of people. He has assumed that most people could, if they were sufficiently energetic and ambitious, accomplish about as much as anyone else. The facts reported in the book show that in any group of persons there is wide variation in any trait that may be considered and that, to a

considerable extent, these differences are due to inheritance. He realizes for the first time that even the energy and ambition needed for the highest success probably depend a good deal upon heredity. The idea of native capacity which sets bounds to an individual's growth is strongly impressed upon him.

This idea keeps recurring in the teacher's consciousness during the next few weeks. As he works with his classes, he notices plenty of confirming evidence. He gives some tests which are difficult enough so that nobody can finish them in the time allowed and yet contain questions sufficiently easy to enable the poorest student to answer some of them. The results when tabulated prove to be consistent with measurements reported in the book. The majority of the class receive marks not very far from the average, and the farther a mark is above or below the average the fewer are the pupils receiving it. One pupil has almost perfect scores in several tests, although the teacher had not realized that he was much more capable than several others. He sees now that he had never before really tested this pupil's ability. The work has been too easy for him. He notices also that the students whose work had been unsatisfactory are by no means alike. A few of them have marks as good as the average, while one or two answered only a single question correctly.

As he reflects on this matter of individual differences, he finds himself adopting the view of the elementary school principal in regard to the function of the high school. He begins to vary the lesson assignments so as to give the abler pupils stimulating tasks without discouraging the slower members of the class, and he sometimes works with

the poorest students in a separate group for a part of a period. When he notices that one of this group is absent, he fears that the fellow is becoming discouraged and promptly looks him up, although a few weeks before, he had been wishing that this pupil knew enough to quit. He has the satisfaction of having nearly every member of the class finish the term, with the assurance, also, of several that it was his help and encouragement which had prevented their dropping out.

PROBLEM 126. — Teachers are inclined to be skeptical in regard to rapid promotions. Some teachers rarely recommend a child for special advancement. They feel that the best pupils in the class are about what the normal child should be. They fear that children who advance rapidly will suffer later. Very few children are promoted during the term, yet tests show that some children are as capable as the average child two years in advance of them. At the end of the term, the superintendent calls a conference to consider the question of rapid promotions.

The superintendent opens the conference by saying that, in his opinion, the schools are not providing adequately for the abler children. "Slow and dull pupils," he says, "are held back and so take more than the normal amount of time to complete a given amount of work. If this is the proper thing to do, it would seem logical that the ablest pupils should take less than the normal period, in covering the same amount of work. I am aware that many teachers do not approve of rapid promotion and I have no intention of insisting arbitrarily upon it. The decision in such a matter ought not to rest upon mere opinion. I have called this conference for the purpose of studying the problem with you. With our combined experience and the opportunity to make any studies that we please of the

pupils in our schools, we ought to be able to find out the truth about this matter and come to an agreement as to what we ought to do."

He then calls for reports from all the teachers in regard to the probable number of promotions and non-promotions. On the average, about ten per cent of each class are expected to repeat the grade. One teacher expects three double promotions from her class and another five, but nobody else reports more than one case of double promotion and nearly all the teachers have no such cases to report. In the whole school system, not one pupil has been promoted during the term.

Commenting on the reports, the superintendent says: "It would appear, then, that about ten per cent of our pupils are so inferior in ability that they must repeat the term's work, but only a mere handful are of such superior merit as to warrant us in permitting them to advance more rapidly than the rest. For some reason, nearly all these superior pupils have been in Miss C.'s class or Miss F.'s class. Apparently these two teachers are always lucky, for every year they recommend several double promotions. Do you think that the actual abilities of our pupils correspond to these promotion figures?"

Most of the teachers think that the exceptional records of Miss C. and Miss F. are due to their own peculiarities of judgment rather than to the superior ability of their pupils. They agree also that there is a considerable variation of ability among the pupils marked for regular promotion, but very few think that any of these have such exceptional ability as to warrant special promotion.

"Can we get any accurate measures of ability," the

superintendent asks, "which will enable us to base our judgment upon facts, rather than opinions?" Someone suggests that averages of the monthly marks be used. Another thinks that the standard tests in arithmetic, reading, etc., would involve less of the personal equation. Another proposes standard intelligence tests. The superintendent then appoints a committee to collect such figures and present the facts at the next meeting.

The committee prepares charts based on the three kinds of data. There is a general similarity in the results in every grade, the only marked exceptions being in the tabulations of certain teachers' marks, where a few show a very large number of high marks and others a preponderance of low ones. The typical distribution of the measures of ability of the members of a class shows a symmetrical arrangement about the middle mark. Half the class is included among the marks near the middle and, as the marks recede from the median, either above it or below it, the number of children who received these marks diminishes rapidly. The highest marks are usually about as far above the median as the poorest ones are below it.

All of the teachers are surprised at the range of abilities in every grade. The similarity of the results in every tabulation convinces nearly everybody that superior children are to be found in every class, but when the question of rapid promotion is brought up, there are very few converts.

"I think it is a great mistake to hurry these children along," says one. "The first thing you know, they will be breaking down. I know a girl who had to stay out of school for two years and the doctor said it was the result of overwork. If these children can do the work so easily, let them

have more time in the open air. Some of the parents have told me that they don't want their children pushed." Several heads nod vigorous approval, but the superintendent asks: "Are the superior pupils in greater need of open air than other pupils? Do pupils who receive rapid promotion break down more frequently than other pupils?" Several teachers say, "yes," and start to tell about cases of which they have heard, but the superintendent asks again: "How can we get the facts in regard to the questions which I just asked? Will a few isolated instances help us?" Teachers shake their heads at this last question and one suggests: "We can look up the school attendance. If the superior pupils have been as regular as the average, that would indicate that they are not inferior in health." Another says: "We might take all the pupils who have had rapid promotions and compare their attendance with the average both before and after the special advancement. If the special promotion has affected their health we might expect their attendance to fall off in comparison with the class average." A committee is appointed to look up these facts.

Then someone says: "It is not so much a question of health as of maturity. Some of the ablest pupils are the youngest in the class. They may be able to get along all right for several years, but if you keep advancing them, when they get to the upper grades or the high school, they will not be mature enough to understand the work and presently they will have to repeat a grade."

This argument appeals very strongly to many teachers. The superintendent starts to ask another question but a teacher exclaims: "We can test that in the same way.

Take all the cases of rapid promotion and see how many have had to repeat grades afterward. If their record, as compared with the rest of the class, is just as good after the special promotion as before, the objection falls to the ground." This study is assigned to another committee.

At the next meeting, the first committee reports that it has studied the attendance records of two classes taken at random. It finds no evidence that pupils of superior ability are inferior in health. The attendance records of some fall below the average, but in both classes the average attendance of the superior group has been better than that of the whole class. The committee reports also on forty-six cases of rapid promotion. In individual instances, attendance after the special advancement was poorer in comparison with the class average than before, but taking the group as a whole, the later attendance, in comparison with the class record, was almost exactly the same as before the promotion.

The committee appointed to investigate the effect of immaturity on the subsequent school career of pupils receiving rapid promotion reports a similar result. The committee looked up all the cases which it could find in the records. Several had already graduated from high school and some had received more than one special promotion. In a few cases, pupils had failed of promotion after having received a double promotion, but all but one of these were pupils who were older than the average for their grades and therefore do not affect the question of immaturity. In general, pupils who have received rapid advancement have continued to stand well in their classes.

A teacher says: "Admitting that, on the average,

superior pupils may be advanced rapidly without injury, what about the individual children who are not strong or who are very much younger than their classmates?" It is agreed, after brief discussion, that such pupils should advance at the normal rate, staying out of school part of the time, or, if it is merely a question of age, taking additional reading, or nature study, or shop work.

"Are there any remaining doubts about the wisdom of rapid promotion for superior pupils?" asks the superintendent. There is no reply, but evidently some "are of the same opinion still." "We have made an earnest effort," he continues, "to find out what we ought to do. All the facts point in one direction. I feel, therefore, that we ought to give the plan a thorough trial. Where our standard tests show that a pupil has exceptional ability we ought to give him every possible opportunity to advance unless there is some good reason for holding him back. But we ought not to consider the question settled, for we have studied only a small number of cases. We ought to keep a record of results, and be prepared to modify our practice if further experience shows that we are wrong."

Principles regarding Variations in Ability of Pupils

1. Although children of a certain grade have certain common characteristics which should be understood by the teacher, they present so many differences that it is most important to think of them and deal with them as individuals.
2. No two children in the class have the same inherited traits, physical and mental. They have been influenced by very different factors of environment: home, school, neighborhood, associates, etc. Ideas, habits, ambitions, temperaments are unlike.
3. A teacher should take advantage of available knowledge in

regard to the previous experience of his pupils. The knowledge of their former teachers should be sought. Acquaintance with the home environment is essential to intelligent action by the teacher.

4. A pupil's capacities, rather than a general ideal of what children ought to be, should guide the teacher in his work and in interpreting results.

5. A much greater amount of differentiation in subject matter and method is possible than is usually employed. Work of a formal nature can be presented in such a way that the pupil can make its accomplishment an individual problem.

6. It is at least as important that gifted pupils make the most of their talents as that handicapped pupils be given work that suits their abilities.

Problems for the Reader to Solve

Problem 127. — A primary teacher puts before her class the project of making Christmas boxes. Some of the children have quite definite ideas of what their boxes should be like. A few would, if permitted, go ahead with the work without help. Many wait to be told what to do, and some of these make blunders unless they are shown every step and watched carefully. If allowed to work freely, a few do the work very rapidly and well, others go ahead " slap-dash " and spoil their material. If the whole class is required to await directions and inspection of work, interest flags, and accomplishment is small. Furthermore the teacher realizes that the children are getting no training in thinking and self-directed execution.

Problem 128. — The children in a certain class show wide variation in ability in arithmetic and spelling. The teacher realizes that many are not making as good progress as they might if their individual needs could be attended to. With thirty-five in the class, she does not see how she can do more than to help a few especially dull ones and those who lose time because of sickness.

Problem 129. — In a high school class in science, there are eleven boys and sixteen girls. Two of the boys and half of the girls are of a mentally docile type who try hard to master any

assignment which is given. They do not really grasp the significance of much that is studied and show little interest or ability in applying their knowledge independently. Four of the boys and one girl are keenly interested in scientific things, have read a great deal of popular science and experimented with home-made apparatus. They find the ordinary textbook work rather dull, but have more knowledge of applications, in a superficial way, than the teacher. The rest of the boys vary in ability from good to poor. They have no special interest in science but most of them have no great difficulty in understanding it. The rest of the girls vary in general ability from good to poor. They have not the slightest interest in science and find it "all Greek." Not being of the docile type, they do not make any strenuous effort.

PROBLEM 130. — A teacher is called upon to report which of her pupils should be promoted. She realizes that there are great variations in ability among the members of the class, and a corresponding variation in their knowledge of the subject matter of the course for the grade. Few have really mastered it, although most of the class were able to write passable tests when the work was freshly in mind. She feels the need of some principle upon which to base her decision.

PROBLEM 131. — All children do practically the same work in music and drawing in school. Unless a parent can afford to provide private lessons, a pupil with special ability has no chance to develop it.

PROBLEM 132. — The superintendent suggests that the needs of pupils of different abilities and interests can probably be provided for to some extent, even in high school classes, by making different lesson assignments for different groups and sometimes using a part of a period for teaching a part of the class while the rest are working by themselves. Most of the teachers of the upper grades and the high school regard this as quite impracticable and ignore the suggestion. One teacher decides to give it a thorough trial and sets to work to think out a method of using it and testing the results.

PROBLEM 133. — At the opening of the school year, a principal suggests that teachers look up the previous records of their

pupils and consult their former teachers, in order to get all the available information about them. One teacher remarks to another: "I make it a point not to listen to anything about a new class. I don't want to get any prejudices. I prefer to get acquainted with the children myself."

PROBLEM 134. — A musician who has recently moved to town brings his thirteen-year-old boy to school. The father says that the boy is talented and is making splendid progress with the violin. He practices five hours a day. The father wants him to come to school only two or three hours a day and take only English and history. The principal is willing to make this arrangement, if the eighth-grade teacher consents. She is inclined to object, but is asked to think it over.

PROBLEM 135. — In a certain school district, about twenty-five per cent of the pupils are negroes. Most of the teachers regard them as an inferior, repulsive race. They think of them as a homogeneous group, ascribing to all the uncleanliness, viciousness, and stupidity which they observe in individual cases. They think of white children, in comparison with the negroes, as a markedly superior group. The tendency is to think of a dainty little white girl from a home of refinement and a dirty, uncouth negro boy, who has been brought up amid squalor and degrading influences, as types of the two races. One of the teachers feels that the negroes are not given a fair chance. There are many heated arguments which have no effect upon the opinions of the disputants. The teacher wonders what she can do to get a square deal for the negroes.

PROBLEM 136. — A teacher has two annoying pupils in her class. A girl appears to be inattentive and stupid during recitations. She frequently shows that she knows little or nothing about a subject that the class has just been discussing. She apparently pays little attention to the teacher's directions. The teacher knows that she is capable of doing better work, because she reads well, writes excellent compositions, and does well on examinations which are based on matter which she has studied in textbooks. A boy is often listless, sometimes even falls asleep in the classroom.

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CHAPTER IX

PROBLEMS INVOLVING ECONOMY OF TIME

Distinguishing the Important from the Non-Essential; Efficiency and System; the Value of Planning

Problem 137. — A teacher plans her recitations, but seldom succeeds in accomplishing the work laid out; frequently continues the assignment for a second, sometimes for a third day; usually has to skim over the last part of the work of the term, omitting some things which would be valuable if there were time; declines to take up some questions proposed by pupils, because there is not time for them.

The teacher becomes more and more dissatisfied with her work and even thinks of giving up teaching. Other teachers tell her that she is setting too high a standard. One says: "I simply cover the course of study and flunk pupils who don't do reasonably well. There's no use in breaking your heart trying to make them all come up to your ideal." This affords no comfort to our teacher. She cannot bring herself to pass on to a new lesson when the class has not mastered the previous work.

One day she reads an account of a successful business man who has died recently. The article lays stress on the magnitude of his accomplishments and reports a conversation in which he attributed his success to a habit of defining his purposes and putting complete faith in his ability to accomplish them. "I don't waste time," he is reported to have said, "by making a move until I know just where I

am going. When I know just what I want, I look for the essential elements of the problem and bring my whole effort to bear in mastering them. I try to make every minute count in accomplishing my purpose." This fires the teacher's ambition.

She begins by asking herself the question, "Do I know just what I am trying to do?" and concludes that she has been attempting to have all of her pupils master the subject matter of the textbooks so that they will know it accurately. "There may be something wrong in my method of teaching," she thinks, "or I may be trying to do the wrong thing. I have certainly tried my best to cover the course of study thoroughly and I have never succeeded. I have only a certain amount of time. I can't change that. Either the task is impossible in the time allowed, or I have been wasting time on non-essentials. What are the essentials, then?"

She sees that she has been making no distinction between the various parts of the course, but has been trying to cover it all thoroughly. She tries to select the parts which might be omitted with least loss to the pupils, and has difficulty in deciding what to leave out. It is hard to admit that any item which she knows herself is not important for the pupils. Presently she sees that the very attempt to differentiate between the important and the non-essential implies a change of aim. The moment she abandons the idea of teaching everything in the books, she must have some basis of selection.

The trouble is that she has no clear idea as to what that basis should be. This leads her to consider what the course of study is for. Her first thought is based on the

idea which has really actuated her up to this time, although she has never formulated it definitely, namely, that it is a statement of the knowledge which everyone should possess, but this immediately brings her back to the starting point. What knowledge should everyone possess? As a matter of fact, there is great variation in the knowledge which different people have. Her own experience convinces her that it is impossible to give all the pupils in a class the same knowledge in a given time, unless the amount is set far below the capacity of many of the members. It occurs to her also that mere knowledge is not the most valuable possession. Some people who are walking encyclopedias are not at all efficient.

After continued reflection, and some reading on educational aims, she comes to the conclusion that it is impossible to have all the pupils in a class accomplish exactly the same things in a given time and that the teacher's aim should be to enable each one to get as much development as he is capable of getting during the term. This leads her to modify the assignments for study. She begins to hold some pupils responsible for a more comprehensive grasp of a subject than others. She tries to see that the poorest students understand ideas and processes which they must use in later work, but she does not expect them to do as much reading or to work out as many examples as the abler pupils can do. She finds that this recognition of individual capacity enables her to make more rapid progress and presently discovers that a fair proportion of the class will have done considerably more, by the end of the term, than the course of study calls for.

Having grasped the idea that the mastery of subject

matter is not to be regarded as an end in itself but as a means of individual development, the teacher gradually formulates more definitely her ideas in regard to the nature of such development. She begins to work to arouse interests which will lead pupils to read and think more on their own initiative. She tries to develop self-reliance and comes to believe that it is more important that the pupils shall have a desire to find the answers to questions and ability to use books efficiently in getting needed information than that they shall know all the facts in the textbook. She no longer feels conscience smitten if a few pages of a text are not discussed in class, and she feels free to depart at times from the order in which topics are treated by the author. She selects for special study and discussion matters which she thinks will be particularly stimulating and will put fruitful ideas in the pupils' minds.

At the end of the term the teacher formulates her solution of the problem of covering the course of study in the time allotted, thus:

1. The purpose is not to cover the subject matter of the course of study but to make use of this in furthering the development of the individual pupils of the class according to their capacities.

2. The most important elements of such development are stimulating interests, ambitions, ideas which are likely to be used frequently, self-reliance, ability to use books, maps, and other material to get needed information, ability to help other members of the class and to get help from them.

3. The subject matter for class discussion should be that which involves most difficulty, or is needed for understanding work which is to come later, or which will start new interests and valuable ideas. Other material which is needed for connecting the topics taken up in class can be gone over rapidly, either by the teacher or by individual reading by the pupils.

4. It is wrong to attempt to have all pupils do exactly the same work. The class should be taught in groups a part of the time. Pupils can work individually on certain kinds of work, with occasional help from the teacher. Some pupils should have harder assignments for study than others.

5. Every pupil should be encouraged to accomplish as much as he can in a given time.

PROBLEM 138. — A pupil of good ability is sick for three months of the term. He is then given private lessons and has no difficulty in completing the work and rejoining his class at the beginning of the new term. This suggests to the teacher that there must be a great deal of time lost by children in ordinary school work. She wonders whether it would be possible to enable pupils to accomplish more in a given time.

With this idea in mind, the teacher observes her pupils closely and studies her own habitual procedure to see if she can discover opportunities for saving time. It has always been her practice to have a great deal of oral reading. In history, geography, hygiene, etc., her usual plan has been to take up a new lesson by having pupils read short passages in turn. The first day of her study of the time problem, she notices that as individual pupils read — some of them reading so poorly as to necessitate frequent correction or repetition — many of the other pupils, who have their books before them and are supposed to be following the text, seem to be bored. She sees that they are making practically no effort and realizes, as she observes them, that they have really no incentive for effort. She notices one pupil turning a page when there is no occasion for him to do so, and, moving quietly behind him, discovers that he is reading two or three pages in advance of the oral reader. She starts to rebuke him for not keeping the place, but thinks better of it and simply watches him from time to time

during the rest of the lesson. When she directs the class to put away books, this pupil has read five or six times as much as the rest of the pupils. She immediately questions him on the subject matter which has been read aloud and is surprised to find that he knows the essential facts. After school, she asks him to tell her the substance of what he read in advance of the class, and is convinced that he has gained a better idea of it than the average pupil has obtained of what he has listlessly followed as other pupils read aloud. The next day she has the whole class read silently some new material, telling them to read until she stops them but to make sure that they understand what they read, and to ask questions when they meet difficulties which they cannot conquer themselves. There is much variation in the amount read, but everyone has done much more than the usual lesson assignment. To her amazement, she discovers, on questioning the pupils, that as a rule those who have read most have the best understanding of what they have read. She concludes that her old practice of having forty pupils sit with open books, following the oral reading of a few individuals, is a terrible waste of time.

On substituting silent reading for most of the oral work, she is troubled for a time by the impossibility of keeping the class together. If she gives a fixed assignment some of the pupils finish it in six or seven minutes while others have not mastered it in twenty. She meets this situation partly by getting additional reading material for the fast readers and partly by working with the class in groups.

One day, a parent complains that the assignment for home study was unreasonable. Her daughter spent an hour and a half on the arithmetic lesson and was sent to

bed protesting, before she had finished all the examples. The teacher thinks that the assignment was a fair one and asks all the pupils to report on the time spent on the lesson. One or two had spent nearly as long as the girl above mentioned, most of the class had completed the work in 25 to 40 minutes, and a few — most of whom had perfect papers — had spent only fifteen minutes.

"More waste time there," thinks the teacher. "Some of these children could easily do twice the work which I am giving them." She varies the assignments with the aim of having pupils work more nearly in accordance with their abilities. Even grouping the class does not fully meet the situation, for there are differences among the children of any group which she forms. In the effort to keep two of the pupils busy, she tells them one day, that they need not work with the rest of the group but may take their books and go ahead as fast as they can. She has no further trouble with these pupils. They occasionally ask for help, but at the end of the term they have completed the whole of the next term's work in several subjects and a double promotion is the obvious result.

The teacher finds various other leaks in her store of minutes. It occurs to her that it may not be profitable to have the whole class study the same spelling lesson and listen while the words are spelled over and over. For a day or two, she dictates the new lesson without giving any opportunity for study and finds that many of the class already know the words. Thereafter, she makes spelling an individual problem. The pupils are told what words they are expected to master during the term and are offered tests, on any part of the work, whenever they are ready

for them. They keep notebooks of their individual difficulties and put their chief effort upon these.

Before long the teacher's enthusiasm for saving time communicates itself to the pupils and many of them acquire a good deal of ability to work on their own problems, especially on the formal parts of arithmetic, spelling, language, and penmanship.

The necessity of teaching the pupils in groups and giving more attention to individuals, which becomes apparent as soon as the teacher undertakes seriously to have everybody work up to his capacity, makes economy of the teacher's time a pressing problem. More and more she turns over to pupils duties which she had been performing herself. All such matters as the care and distribution of material, keeping blackboards in order, caring for plants, writing lessons on the blackboard, adjusting shades, regulating the ventilating damper, are gradually assumed by the pupils in order to give the teacher time for work which she alone can do. Even the labor of correcting exercises is reduced to a considerable extent, as pupils learn to work on their own problems and to make use of standards and keys in checking their results, and realize that only by being scrupulous in this checking can they be sure of meeting the tests which the teacher uses regularly to determine their progress.

PROBLEM **139**. — A teacher becomes discouraged with the amount of work which she has to do: marking papers, planning lessons, reports, and conferences. She has to work late to make preparation for the next day and is sometimes so tired that she has to omit the preparation. This tends to become increasingly frequent. She cannot find time for professional reading or recreation.

The teacher notices an advertisement of a book on personal efficiency and sends for it. The author's experience has evidently been in the commercial field and she finds no references to her own specific problems, but she notes several principles which are suggestive and she proceeds to apply them to her own case.

1. To be efficient one must be systematic. He must lay out his job in accordance with his time, and have a regular time for performing regular duties, *and stick to his program.* If he simply does the first thing which confronts him, he is likely to be always behindhand, and important duties will be neglected.

2. To be efficient one must take time for regular exercise, for recreation, and for cultural development. He must not allow his work to make a slave of him. Except in rare cases of emergency, he should not allow his work to encroach upon his time for the other important parts of an all-around life.

3. One should cultivate the habit of working at top speed while he works, and dropping work completely at other times. He should study to discover ways of economizing time.

4. One should reduce all regular duties to a habit. It is wasteful in the extreme to make a new problem of matters which arise every day. Find the best way of doing a thing and do it regularly until it becomes automatic.

The teacher begins by trying to lay out a time program. She makes a list of the principal features of her life as she thinks it ought to be: school duties during school hours, school duties out of school hours, professional study, cultural activities, recreation, physical exercise, religious life, social and community activities. She then makes out a tentative schedule, revising it frequently as she works, until she has evolved the following:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7						7
Bath, five-minute exercise, dress						
8						8
Breakfast and morning paper						Bath, exercise, dress
						Breakfast
9					Misc. uncompleted sch. work sewing, shopping	9 Mending etc.
10 SCHOOL						10
11						11 Church
12						12
LUNCHEON						
1						1 Dinner
2						2
3 SCHOOL						Walk 3
4					Recreation or cultural enjoyment, excursion, theater, concert, etc.	or 4
Teachers' meeting	Exercise and recreation					Social call
5						5
Exercise	School work					6
6 Dress for dinner						
7 Dinner and sociability						Supper 7
8						8
9 School work	Professional reading	School work	Literary Club	School work		Cultural reading 9
10 Reading for recreation				Reading		10
11						11

The teacher finds a good deal of difficulty in adapting her habits to her program. She has regarded seven o'clock as her time for rising, but, more frequently than not, she has worked until midnight or later and has been so tired in the morning that it has usually been 7.15 to 7.30 when she finally mustered courage to get out of bed. The first day after she makes her program, she follows it accurately until night. Then marking papers and planning lessons for the next two days occupy her until eleven, and she had counted on reading a chapter or two after finishing her work. She decides that she will sleep better if she reads a few minutes and the book is so interesting that she is not in bed until 12.30. The result is that she does not wake until 7.30 and has to rush to get to school on time. Everything goes wrong that day. She thinks the program scheme is impractical anyway.

The next morning some of the statements in the book on efficiency come to mind. She recognizes the author's description of the average person, who, he says, is only fifty per cent efficient, as a fair statement of her own behavior of the past twenty-four hours. She grits her teeth and jumps out of bed with the exclamation: "I'll make myself follow that program until I've given it a fair trial." She sticks to it religiously for two weeks and finds that it gradually becomes easier. Some of the daily duties are really becoming habits, and she is coming to enjoy the regular exercise and feel better for it.

Her greatest difficulty is to keep her school work within the time limits. She has to spend a good part of Sunday on it, to catch up. As she is pondering this difficulty on the second Sunday evening, she takes up the efficiency book

again and notices the advice about working at top speed and studying to discover ways of economizing time. She sets to work to fit her school duties into the time assigned. "I have allowed as much as I can spend without getting narrow or else getting sick. That means that I must keep to the time limit, and do it without doing any poorer work with the children."

The plan of working hard during her work periods helps a good deal. She succeeds in eliminating day dreaming and listless paper marking, although the effort to concentrate attention and keep moving rapidly tires her until she becomes accustomed to it. Presently she becomes interested in estimating the time needed to do a given piece of work and comparing the actual time spent with the estimate. After a few weeks, she finds herself working at a higher level of speed and is actually less tired than when she used to plod wearily through a set of papers.

The effort to economize time leads her to discover various ways of reducing the amount of out-of-school work without any apparent loss to the pupils. She finds that there are other ways of helping children than having them write endless papers to be marked by the teacher. In some cases the work can be taken up orally, and some children can check up their own work. She finds, too, that the form of the papers affects the time of marking to a surprising extent, and she works out schemes of testing pupils' mastery of certain subjects through tests in which the answers are given in such brief form that they can be checked very rapidly.

During the first two weeks, the teacher holds so strictly to her program, that her friends think she is getting to be a

crank. She refuses a dinner invitation and stays away from an entertainment at the church. She has done this deliberately, however, in order to test the plan and get some habits well established. As soon as the plan is running smoothly, she finds it possible to use it with some flexibility. She does not allow herself to take every evening off, but when some special event occurs, she anticipates it by doing some extra work on Saturday or makes up the lost time by cutting a little from her time for reading or recreation.

After she has had her plan in operation for about two months, she is asked to take part in a play to be given by the Literary Club. Her first impulse is to refuse, because it will be necessary to give two evenings a week to rehearsal and, during the week of the performance, every evening will be required. She knows that she would get a great deal of enjoyment, and would come to know the other participants intimately, and she realizes that she ought to broaden her social experience. After debating the question carefully, she decides to accept and proceeds to adjust her program to the new undertaking. By cutting out a part of her usual recreation for two weeks before the rehearsals begin, she gets ahead of her schedule for professional reading. She decides that while working on the play, she will omit attendance at the regular club meetings and will cancel her regular evening of professional reading, making up some of this on Saturday morning or Sunday. During the week of the performance, she decides that she will have to omit her exercise in the afternoon, on some days at least. By anticipating a part of her school work, on the previous Saturday, she can meet this special emergency without encroaching upon her obligations to the children.

The outcome of this deliberate attack upon her own problem is that the teacher gains better health, does better work, and takes real enjoyment in her work. The job is no longer too big for her.

During the progress of the experiment, she has said nothing to her friends about her plan, because she has not been sufficiently confident of success to invite the pleasantries which would be showered upon her if the scheme should be a "fizzle." The undertaking means so much to her that she feels that she could not bear the "I told you so's" of the worldly-wise. She can hear a particularly incorrigible joker referring constantly to "our efficiency expert." One evening after she has got well out of the woods, one of a group who are chatting after dinner remarks on the change in our teacher. "You are a different person," says the former. "I never saw you looking so well. What is it, Christian Science or deep breathing?" "Guess again," says our teacher. "It's true that I have been converted, but the cult is one that you probably never heard of. I belong to the Society of the Systematic. Wait! I'll show you my bible"; and she gets her book on efficiency. Then she tells them the whole story.

The time schedule arouses plenty of mirth as well as some serious questions. "Heavens!" says one, "thirty minutes from bed to breakfast! and you haven't bobbed your hair either!" "Work every evening!" says another. "How about 'all work and no play'?" "If that's a teacher's life," exclaims a third, "I'd rather sell ribbon!" and, turning to a girl who wears a solitaire diamond, "Where would you put Bob in that schedule?" "I never could live by rule," says another, "I should feel like a jail bird.

Half the fun in life would be gone if I had to do everything by the clock. I would rather go on a bat once in a while even if I had to sit up all night to catch up with my work afterward."

Our teacher laughs with the rest. She is sure of her ground, as far as her own problem is concerned, so the criticisms do not trouble her. "You must bear in mind," she says, "that this is *my* schedule. It is not intended for anyone else. It works well for *me*. I am happier than I have ever been before, since I began to teach, and I know that I am doing better work. I feel better, and although I am not working so many hours as I used to do, I am accomplishing a great deal more.

One of you suggested that I was making my life 'all work and no play,' but if you count up the time assigned to school duties, you will see that I spend, on an average, only about eight and a half hours a day, and that Saturday is free for other things. Furthermore, I have not assigned any definite school work for vacations. I expect to do some professional reading during the summer and occasionally I shall go to summer school, but I mean to spend some of my vacations in travel and other kinds of recreation. I doubt whether we can ever make teaching a true profession if we reduce the time devoted to the job and to professional growth much below my allowance. I notice that young men who are going ahead in other professions seem to work evenings a good deal and take very much shorter vacations than we do."

"But," objects one of the others, "there isn't the nervous strain in the other professions that there is in teaching." "Perhaps that is true," our teacher answers, "I used to find

myself worn out at the end of the week, and had to be treated as a semi-invalid most of the summer, but I find that since I have been working systematically, I feel perfectly well. I think that the regular life, regular sleep, and regular exercise are doing very much more for me than a few hours a week taken from work and devoted to more or less aimless indulgence. Then the sense of mastery over my work has a good effect on my health, I think. I used to be constantly worried and discouraged because I could never seem to catch up. When I went to bed, my conscience was not at rest because there was so much work left undone. Now I finish my work and forget it completely when I turn to other things. I enjoy my recreation so much that I believe I get more out of it than if I spent twice as much time in relaxation.

But, as I say, this schedule may not fit anyone else. Anyone who thinks that he can do better without following a systematic plan has no need of such a scheme as this. Anyone who feels the need of system would probably need to make his own schedule. Individuals differ so much that no fixed plan could possibly fit everybody. For my own part, I feel that spending more than a half hour in getting ready for breakfast is a waste of time, and I imagine that those who insist that they must have a full hour could really learn to present themselves in just as attractive form in less time, if they really desired to save minutes for something more important. However, if they really need an extra half hour, they would have to modify the schedule accordingly, — move the times for retiring and rising forward, for example.

Anyone who feels the need of more free evenings might

manage by spending a part of Saturday on school work and doing all his professional study during the summer."

"What about Elsie and Bob?" asks one of the scoffers. "They probably feel capable of managing their partnership without any help from me," is the retort, "but before I let any young man put a ring on *my* finger, he has got to agree to spend some of his evenings in preparing himself to earn a good income. I have a notion that one could learn to exchange all the endearments, which are really essential to a fair state of bliss, without hanging on the gate until midnight every day in the week. If not, teaching ought not to be allowed to interfere. Get out the wedding invitations at once!"

PROBLEM **140**. — A teacher spends most of the time, during the first few days of a school year, in registering pupils, assigning seats, obtaining and distributing textbooks and supplies, giving directions in regard to school procedure, dealing with delayed questions of promotion, etc. Children have very little to occupy their time. She appeals to them frequently to be quiet, as the disturbance interferes with her work. When she is ready to begin regular teaching, the class has developed some bad habits which are overcome with difficulty. A number of pupils come to school a week late. Parents explain that it seemed unnecessary to return from the country during the first week, because the children said that they would not lose anything.

At a teachers' meeting a week after the opening of school, a discussion arises in which all the factors mentioned in the problem are brought out. Many of the teachers are fully aware that the difficulties are due to the fact that the children come to school before teachers are ready for them. "If I could only be free," says one, "to do the preliminary work without having forty squirming children to distract

me, it would be a blessed relief! I feel as if all the good of my vacation had gone in a week."

Several suggestions are offered. One teacher proposes that, as soon as pupils are registered, they be dismissed for a few days. Another suggests that school be dismissed at noon during the first week, and one thinks that school ought to begin a week later. "The children would lose nothing," she says.

The principal then asks: "What is our chief problem — to relieve ourselves of annoyance, or to make the first week of school profitable for the children?" All agree that the latter is the more important consideration. "How can we make it more profitable? Let us consider the suggestions that have been made. First, suppose that we dismiss the pupils after registration. What would they gain?" Someone declares that they would not get into bad habits through idleness in school. They would realize that when school is in session it means real work. The objection is made that more pupils would avoid returning for registration and the irregularity of the opening days would merely be extended. Others make the point that when school has once begun, to have all the children turned out with no regular occupations would be demoralizing. "Many of the children are bored with vacation by this time," says one, "and they want to get back to school." There are similar objections to the other proposals.

The principal points out that school began on September 8th and that the school year is only 38 weeks in length. "It seems to me," he says, "that we ought not to reduce the number of actual school days, but to find a way of making every day valuable. Let us study the problem

from that point of view. What changes are needed to make the opening days as profitable for the pupils as the later ones?" Answers come thick and fast. "They should have seats assigned, and have textbooks and supplies from the beginning." "The teacher should be free to give her whole attention to teaching, instead of making reports and stopping every few minutes to talk with a messenger from the office." "All pupils ought to be on hand when school opens, instead of straggling in all the way from a day to a week late." "Pupils who have been absent from examinations at the end of the previous term or who have been making up work during the summer should have been tested and assigned definitely to a grade when school opens."

Then discussion centers upon ways and means of accomplishing the desired changes. The argument points to the conclusion that, in order to have the regular work begin as soon as school opens, it would be necessary that teachers should assemble at least one day earlier than usual. Most of the teachers find it very difficult to admit this conclusion. They agree with the argument until the final step is reached but the idea of returning from vacation earlier than usual conflicts with a very deep-seated conviction. They immediately turn the debate in the opposite direction, starting with the usual date for the return of teachers as the bed-rock of their faith, and attempting to modify the proposals which had at first been acceptable. One suggests that they get along the first day without textbooks and supplies and attend to this matter after school. Another reverts to the proposal to close school in the afternoon for a day or two. Several argue that the loss of time during the opening days

has been much exaggerated. The discussion is back at the starting point, but the center of attention has shifted from the difficulties of the first days of school to the danger of losing a day or two of vacation.

The principal realizes that there is no chance of obtaining a calm, well-considered decision. So he says: "We do not need to decide the question now. I am not disposed to insist upon a change from the usual plan until there is a general agreement in favor of it. We all want to do whatever we can to improve the school and I have no doubt that we shall in time find the right solution. Next spring, before school closes we can decide what to do."

When the question is reopened in June, the attitude is practically the same as before. So the principal cuts short the discussion and says: "I think that some experimental evidence would help us. I should be glad to coöperate with any of you who would like to try the plan of making as much preparation as possible before the opening of school."

Three teachers who volunteer to take part in the experiment agree to return two days before school opens and to do some thinking on the matter during the summer. One of these teachers, Miss A., spends a couple of days shortly before her return in planning lessons for the first week. She sends for copies of two new textbooks which are to be introduced and makes herself thoroughly familiar with them. She collects illustrative material, makes notes of some of her own vacation experiences, which will interest the children, and plans lessons in which they can tell about their own doings during the summer. She visualizes the class as it will assemble on the opening day, and tries to

devise plans which will enable every child to be profitably employed from the moment when he arrives at school. She writes to two of her new pupils asking them if they would like to help her in making preparations. She notifies children whose promotion is doubtful when to report for examination, and asks the principal to insert notices in the newspapers requesting pupils who are to attend the school for the first time to report on a certain day for registration and assignment to grade.

The three teachers meet the principal at the appointed time and discuss details of organization. The teachers receive their keys and their allowances of books and supplies. Miss A. promptly sets to work the pupils who have examinations to take and assists in the registration and assignment of new pupils. With the assistance of the children who have come to help, she labels and numbers the new books, arranges equipment, mounts pictures on the bulletin board, and transfers the classroom library from the closet to shelves accessible to the children. She arranges to have her window-boxes filled with plants, and has the janitor replace some broken inkwells and repair a window shade which had been overlooked. A set of books is placed on each desk, pencils are sharpened, and other supplies are made ready for rapid distribution. A seating plan is made and a card bearing the pupil's name and the number of his coat-hook is placed on each desk. A form for registration and textbook record and a program of recitations are written on the blackboard, also the following notice:

"First find your desk and coat-hook. Afterward, until the bell rings, you may talk quietly with one another or look over your new books."

On the opening day, the teacher stands at the door of the classroom and has a pleasant word for each arrival as she shakes hands. She has made herself familiar with the names and has acquired a good deal of information about individuals from their previous teacher, so when the bell rings she knows who is present and can call almost every pupil by name without reference to the seating plan. She introduces the new pupils to an assistant who stands with her at the door and who, in turn, introduces them to the other pupils and helps them to find their seats.

After the opening exercises and a few words of greeting, the teacher says: "We are going to try to make this one of the best days of the year. Some of us have been getting everything ready so we can start right to work." Then she explains briefly about the registration and textbook record and has pupils distribute paper and pencils. In a few minutes the records are collected and the first lesson begins.

The teacher exerts herself to make the work interesting and the pupils respond with enthusiasm. At the close of the day, she makes her reports to the office and goes home at four o'clock, leaving most of the teachers examining pupils, or working on reports, or waiting in line to see the principal. By previous arrangement, parents of pupils in the classes of the three teachers were notified early in the summer that all preparations would be made in advance and were asked to coöperate in the effort of the teachers to make the first week of school as valuable as any other week. The result is that, in Miss A.'s class, all but one pupil are on time. When he appears at the beginning of the second week, he soon finds that he is a fish out of water. He stays after school, appeals to his parents for help, and gets more and

more discouraged. When the first monthly report is received, his parents engage a private tutor. His mother confides to Miss A. that the youngster declares that he will not go away at all next summer unless his father promises to bring him back before the opening of school.

At the first general teachers' meeting, the principal refers to the experiment and asks the three teachers to relate their experiences. They are so enthusiastic and the pleasure which they have taken in their work is so obvious to those who have been going through the harassing task of getting classes into working order, that most of the teachers agree that all should return early. The principal says: "I have had to begin school twice this year, but it has been worth the trouble. I see, as I never did before, that when several people have to do a piece of work together, the only way to economize time and get the best service from everybody is to have preparations made in advance so that each one can go to work as soon as he reports for duty."

Principles Relating to Economy of Time

1. The teacher's aim should be to secure the maximum of accomplishment in a given time in carrying out the purpose of education. This involves
   a. Keeping the purpose in mind
   b. Economy of the teacher's time
   c. Economy of the pupil's time
2. It is necessary to concentrate attention on the important things, to give less attention to the less important, and to eliminate the unnecessary.
3. For economy of time, as well as for the educational effect, it is important that each pupil should, as nearly as possible, put forth his best effort. This will require differentiation in the work assigned. Mass teaching encourages habits of mental laziness in pupils.

4. Teachers should not do work which pupils can do with no loss to themselves. Details of classroom management should be assigned to pupils in accordance with a system which will require little or no attention from the teacher. She should save herself for more important work.

5. Economy of time requires system. One should have a definite time for important duties such as preparation of work, professional study, cultural activities, recreation, exercise.

6. In order to save time regular duties should be reduced to habits. One must live up to one's program.

7. In activities involving the participation of several people, time will be wasted unless a plan is developed in advance. Pupils should never be idle while the teacher is doing work which only she can do. Such work should be done outside of class time.

Problems for the Reader to Solve

Problem 141. — A teacher feels that it is necessary to assign some written work every day, so as to be sure that all pupils work. As a result he is always swamped with papers and usually several days behind in marking them.

Problem 142. — A teacher works hard in preparing lessons and in teaching. She realizes that her pupils are putting forth little effort during class periods except during the few minutes when they are reciting. She is aware that there is little demand for individual effort when the pupil's part is to listen to the recitations of others or to follow the book while other pupils read, but does not see how to get more individual activity.

Problem 143. — A teacher plans to start for home on the evening of the last day of school. In order to be ready, she begins collecting books several days ahead, gives pupils written work while she works on reports. Some of these are hurried. Books and materials are put away without careful arrangement. She would like to leave things in better order but can't take time to do it, now that she has her reservation. She plans to return early and fix things up. Many children are absent during the last few days. One parent explains that, since examinations are over, there seemed to be no need of keeping the child in school and arrangements had been made to go away on a vacation.

PROBLEM 144. — A primary teacher organizes her class in two sections for a part of the work. While she teaches one class in reading, the other copies arithmetic examples from the board, such as $3 + 2 = ?$ $5 + 2 = ?$ etc. Some pupils finish the work very quickly and get into mischief. Many make mistakes.

PROBLEM 145. — A teacher is made chairman of a committee to plan and carry out an exhibit of school work. He recalls that as a member of the committee, the previous year, he felt that a great deal of time was wasted. At the first meeting of the committee, the chairman did not seem to have any very definite ideas, and as none of the members had made any preparation, much time was consumed in lengthy and rather indefinite discussion. No definite duties were assigned the committee members and he himself had felt obliged to ask frequently what he was expected to do. These requests had apparently worried the chairman and resulted in assignment of some trivial tasks, some of which proved to be unnecessary. Several members of the committee did nothing at all and finally absented themselves from committee meetings. Some plans which were agreed upon miscarried because directions to the teachers were misunderstood or were issued too late. The chairman worked so hard that she was sick for a week after the exhibit. She felt that the other members of the committee were not supporting her, while they felt that the affair was poorly managed. The new chairman determines to profit by last year's experience.

PROBLEM 146. — Once during the year, each class presents an assembly program to the school. Dates are assigned at the beginning of the year. One teacher, who is asked to have a dramatic exercise, is disturbed because she has never done such a thing before. It will mean making costumes and decorations, and drilling children in their parts. Some of the teachers have worked late at night for a week or two before the performance in order to get costumes finished, and have complained that the preparation took a great deal of time from the regular work of the class.

PROBLEM 147. — A teacher is constantly directing her class. In distributing material and collecting it, assigning lessons,

dismissing the class, and conducting the lessons, she gives orders and is alert to see that they are carried out. She feels that the class needs constant supervision and she is nervous whenever she has to leave the room for a moment. She drags herself to school even when she ought to be in bed, because she knows that the class will go to pieces if she is absent. Her teaching is not very good because the division which is engaged in "seat-work" claims so much of her attention, and marking papers leaves her little time for preparation.

PROBLEM 148. — A high school teacher of English is discouraged by the grind of marking compositions. She always has a great pile of papers to go over and is frequently several days behind. Her conscience will not permit her to allow papers to go unmarked or to overlook any errors. Pupils keep making the same errors.

PROBLEM 149. — Teachers are required to read at least two professional books each year and report upon them. A teacher hands in voluminous abstracts of her two books. The work has cost her many weary hours and yet the superintendent is not satisfied. He wants to know what important new ideas she has gained which she can use. He asks what permanent value the written abstracts have, and asks her to try, when she makes her next report, to get full value from her reading in less time.

PROBLEM 150. — A mathematics teacher has the practice of having pupils do all the examples in the book, and having those assigned for a lesson put on the blackboard next day and corrected. He is unable to finish the work assigned for the term. When it is suggested that it is not necessary to do every example, he says that the students apparently need more practice rather than less.

PROBLEM 151. — How would one define 100 per cent efficiency for a teacher, in so far as the time element is concerned?

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CHAPTER X

PROBLEMS OF HEALTH

Hygiene at School and at Home; the Teacher's Responsibility; Coöperation with Parents; the Influence of Example

Problem 152. — A teacher is annoyed by the insistence of the superintendent upon what she regards as petty details. Almost every time that he visits her room, he looks at the thermometer, then closes the steam-valves or opens a window. The shades are never adjusted to suit him. He frequently points out to her a pupil's seat which is too high or too low. When she receives a notice, calling upon teachers to inspect their pupils carefully at the beginning of each session, and to send to the office any child who shows signs of illness, she is ready to resign. "Teachers have enough to do," she exclaims, "without playing janitor and nurse."

In spite of her annoyance, the teacher never purposely neglects any of the matters which give the superintendent such concern, but she finds it almost impossible to keep them in mind. She frequently determines, when she draws the shades over the windows in the morning, to shut out the glare of direct sunlight, that she will adjust them as soon as the sun is high enough to leave the desks on the farther side of the room in shadow, and to roll them up entirely the moment the sun passes behind the end of the building. Nevertheless she usually becomes so absorbed in teaching that she fails to notice the condition of light in the room until long after the proper time for adjustment has passed and not infrequently the shades remain throughout the

day as she placed them when she arrived in the morning. She plans to have the seat of every new pupil adjusted on the day when he enters the class, but more often than not she forgets to do so. Now and then she calls upon the class to straighten up but most of the time she fails to observe that some individuals maintain bad postures habitually. Again and again, she realizes at the end of the day that she has forgotten to make an inspection of the class at the beginning of the session.

A little sister who is the idol of her heart is in the eighth grade. The child is not strong but is passionately devoted to her books. She doesn't care for active play but loves to read, curled up in an arm-chair. She has been ailing for some time and it is finally decided to take her to a specialist. When the teacher reaches home on the day of the examination, her mother meets her with a grave face. The doctor has found that the child has a serious curvature of the spine. It will take a long time to correct the trouble.

"But what is the reason for it?" our teacher asks, as soon as she recovers from the first shock. "We have always been so careful of her!" "The doctor says that cases like this are not at all unusual with school children," the mother replies. "Edith has been growing very fast and her habit of sitting in a cramped posture has caused the bones to become distorted and this has interfered with the normal action of some of the internal organs. If she had been active and spent much of her time in vigorous play, the effect of unhygienic posture in school might have been counteracted, but now he says that we must not think of allowing her to go to school for a year or two."

The child is broken-hearted and the older sister is both

grief-stricken and angry. "What is the use," she demands, "of compulsory education which ruins a child's health? I don't care whether she ever knows anything or not, if she is only well and happy."

After a time a saner mood comes to her, and she begins to study both sides of the question. She knows, of course, that children must go to school. Indeed, the real blow to this little sister of hers is not the thought of suffering, but the realization that she is to be deprived of her chief interest and that she must drop behind her class.

"But the schools must take care of the children's health," our teacher exclaims. "That must be the first consideration. Teachers ought to be trained in hygiene and physical education, even if they have to sacrifice scholarship." Then it comes over her, all at once, that she herself has been a sinner. She sees what the superintendent has had in mind in fussing about temperature, ventilation, and the adjustment of seats.

The teacher goes back to her work, a different person. She no longer has to force herself to remember the regulations about health. She has become an enthusiast. She feels her responsibility keenly and, from that time on, the first thing she tries to find out when a pupil enters her class is not his ability in arithmetic or spelling but the condition of his eyes, his habits of standing and sitting, whether he is well nourished, and whether he is afflicted with adenoids.

"I'll try," she says to herself, "to see that the minds of these children have a chance to develop; but whatever else I do, I am going to see that there is a fair deal for their bodies."

PROBLEM 153.

Miss D.:

Kindly stop telling the children to keep their windows open at night. I know better than you do how to take care of children. My advice is that you attend to your own work and not meddle with people's home affairs.

Yours truly,
Margaret Jones

Miss D. is naturally indignant when she reads this rude note. She crumples it into a ball and flings it into the waste basket with unnecessary force. "All right!" she snaps to an imaginary audience, "there'll be no more meddling from me! Meddling, indeed! That's what a teacher gets for concerning herself about the children's welfare. I'll stick to routine lessons. If parents insist on living in the dark ages, let them take the consequences." Without deliberate intention, she is curt and haughty, for a day or two, in her treatment of the little Jones girl.

This solution of the problem does not, however, bring satisfaction to the teacher. She is too deeply interested in the health of her pupils to calmly ignore their lives outside of school when she knows that many of them are forming habits which are bound to interfere with proper physical development. As this aspect of her hasty, half-intended resolution impresses itself on her mind, she says to herself: "You're a nice kind of teacher! nursing a grudge against an ignorant, tradition-bound woman, and taking it out on the children! You've been steering in the wrong direction, just as we did when we lost our bearings in the fog last summer. Now get back on the course. Your aim is to help these boys and girls to develop strong, healthy bodies and you must not allow yourself to be diverted."

She muses on the difficulties to be overcome and her new elation begins to subside. "What can a teacher do," she sighs, "if the parents refuse to coöperate? And when they not only refuse to help but actually combat or ridicule the ideas which we try to implant, it seems hopeless." Then her fighting blood begins to flow again and she declares: "We've simply got to have coöperation. If parents have to be educated, so be it. We must find the way. Here's where we begin to train Mrs. Jones and Miss D. to work in double harness."

For several months she devotes herself to what she calls "the Jones Plot." She sets her heart upon success and refuses to be discouraged by rebuffs or unrewarded efforts. A genuine interest in the child soon causes the latter to respond with warm affection, but for a long time the mother resists her tentative efforts. She schools herself to be patient and avoid spoiling her plan by undue precipitancy. The battle becomes a stealthy siege rather than an assault. One or two brief illnesses which keep the child at home give the teacher occasion for calling at the house. At the second visit, the youngster's entreaties result in an invitation to come in. The bond of affection between the child and the teacher, the latter's unfailing good nature, and a consistent avoidance of any expression of controversial opinions gradually break down the wall of reserve. When she is invited to dinner, the teacher learns that there are other reasons than an unventilated sleeping room to account for the puny development of her little friend. Finally the resistance weakens to the point where the mother begins to seek the teacher's advice. By that time, however, the latter has become so cautious that she is able to refrain from pressing

her advantage too far, leaving it to the enemy to make the overtures for peace, and limiting herself to a cordial response. In the end, the long campaign not only succeeds in opening the windows but causes an improvement in diet and establishes a friendship which leads naturally to a fruitful coöperation in the interest of the child's health.

PROBLEM 154. — A teacher, who is admired by her class, teaches the regular work in hygiene. The pupils recite glibly on the necessity of plenty of sleep and exercise, the importance of warm clothing in winter, and the injury caused by stylish shoes. The teacher, however, likes pretty clothes, wears very thin garments, even in the coldest weather, and dainty shoes with pointed toes and high heels. She doesn't get as much sleep as the hygiene book calls for and doesn't enjoy any vigorous exercise except dancing. The children don't know this, of course, but they do know that she is sick rather frequently.

The teacher first becomes conscious of the problem when one of the girls in her class appears in a gauzy waist, with her hair done up in poor imitation of the latest style. The costume seems to her very inappropriate for a school girl and, when several other girls do their best to follow suit, one of them wearing high heeled pumps, probably borrowed from her older sister, the teacher feels that it is time for action. She therefore calls on the mother of one of the children and, as tactfully as she can, suggests that Helen's premature assumption of the rôle of débutante is having a bad effect upon the class. The mother is half provoked and half amused. "Don't you know what is the matter with the girls?" she exclaims. "Whom do you suppose they are trying to copy?" "Some movie actress, I suppose," the teacher ventures. At that the mother bursts into a real laugh. "My dear young lady," she says, "if you will

look in your mirror — a long mirror — you will see where they got their model. The imitation is very poor, I admit, but you are the pattern of those children. Their end and aim is to be like you. All you have to do, to make them wear anything or do anything that you wish, is to set the example."

The teacher is mortified and very much upset. "The impudent little minxes!" she sputters as she walks home. "What business have fourteen-year-old children to try to copy my clothes? Must grown women wear pinafores to induce infants to dress properly? I'll take that nonsense out of them!" She begins to rehearse the speech which she will make to the girls the next morning. "You must not expect to do just what grown people do. They can do things safely which would be harmful for girls of your age. You look silly when you try to be grown-ups. You ought to wear good warm clothing, and broad, low-heeled shoes, and you ought to go to bed regularly by half past eight or nine. What will become of our attendance record, if you don't take care of yourselves?"

As she makes her silent speech with the faces of the girls in her mind's eye, she imagines their reaction. She feels that she must be convincing and somehow she is conscious of flaws in her argument. She knows that the girls will listen to whatever she says without offering to dispute her statements, but as she delivers her imaginary lecture, she is interested in what is going on in their minds, and seems to hear their objections as if they were putting their thoughts into words. "Why will thin clothes in winter do us any more harm than they will you?" "Are high heels and narrow toes really good for young ladies?" "Do you

always go to bed early enough to get plenty of sleep?" "How about your own attendance?"

She tries to put these objections out of her mind but they keep recurring. "I guess I'm not cut out for a teacher," she thinks. "I can't reconcile myself to going to bed with the birds and dressing like a nun. I think a girl of my age is entitled to *some* fun. Guess I'll be a stenographer. Apparently they don't have to pose as early Christian martyrs."

In the evening she meets one of the older teachers, a woman whom she respects highly and who has often helped her solve her teaching problems. She naturally pours out her tale to this friend and tentatively advances her notion that she is in the wrong vocation. The older woman smiles and says: "You might change if you were selfish enough to put mere pleasure and freedom of responsibility ahead of a really unusual opportunity for service, but you won't. You have a gift, which most teachers would give anything to possess, — the power of winning the admiration of children and immediate response to your suggestions. This gives you the opportunity to influence children to an unusual degree. You have no right to refuse that opportunity even if you wished to do so, which I doubt."

This idea dominates our teacher's reflections for the next few hours and before she goes to sleep she has made her decision. The next day, instead of calling the girls for the contemplated lecture, she appears in the feminine counterpart of a business suit, with the only pair of low-heeled shoes which she possesses. She notices with amusement the discomfiture of the girls who are trying to be in style. She does not need to say a word about the inappro-

priateness of their garb. The offending garments soon disappear.

The teacher proposes that the class make a special effort this month to keep fit and see if they cannot improve the attendance record, saying that she herself is going to be very careful about sleep and exercise. She has no difficulty in arousing an enthusiastic interest, since she is interested herself. The ideal of vigorous health becomes strongly impressed on the minds of the pupils. Under the leadership of the teacher a troop of girl scouts is organized and at the end of the year she realizes that she has never been happier nor in better health. Curiously enough her friends seem to find her as attractive as ever. She begins to think that popularity is not merely a matter of clothes.

PROBLEM 155. — A teacher is dissatisfied with the results of her teaching of hygiene. The pupils learn the subject matter given in the textbook and can quote piously the precepts of health, but their own habits seem to be as unsanitary as ever, and there is no apparent diminution in the amount of sickness.

The teacher tries the effect of admonition. When she sees children bolting their lunches and rushing out to the playground, or coming into the room on a rainy morning with wet feet or drenched clothing and trying to avoid detection for fear of being sent home for dry garments, she preaches little sermons. The pupils listen apparently but without much interest. Few of them seem to take her words to heart. The candy stores and soda counters continue to do a thriving business. Pupils read with a glare of sunlight on their books and eat lunches with unwashed hands unless she takes the responsibility of directing their actions, and then obey rather impatiently. She

has to be on the watch to prevent some individuals from wearing rubbers or overshoes throughout a school session. Many have dirty teeth and do all they can to avoid going to a dentist even when the medical inspector reports the need of immediate attention. Not infrequently she notices festering cuts and bruises covered with dirty bandages or not protected at all. Children rarely remember, when coughing or sneezing, that there is danger of giving others a cold like their own. On attending a football game, she sees boys drinking from a common cup, although they have been used to drinking fountains in the school and know their purpose perfectly. Most of the players throw themselves on the ground during intermissions although reeking with perspiration. Neither talks to the class nor personal advice seems to have any appreciable effect.

Relating her experiences to a group of friends, our teacher says: "Knowledge may be power, but power which is not properly applied is of very little use. I wonder if it is possible to educate children so that they will live up to their light, when their natural inclinations point in the other direction."

"Why should you expect more of children than of adults?" one of the group inquires. "Don't we all continue to drink coffee at midnight, neglect to take regular exercise, sit up until 3.00 A.M. to finish an exciting book, and eat indigestible food? Most people do what they like to do, regardless of the well-known laws of health, until they are dreadfully frightened by a narrow escape from death, or knowledge that they are afflicted with disease. Even then many take occasional risks when the effect of the first shock has passed away."

"That's just the point," our teacher declares. "As a race we are wasting our physical resources. That is the reason, I take it, why hygiene has been made a part of the course of study. Some people realize that the public welfare is threatened by the prevalence of unnecessary sickness, premature decadence, and untimely death. Therefore they have sought to combat the danger by educating the young. Apparently they have made the mistake of supposing that ill-health is chiefly due to ignorance. I think we have evidence enough to prove that mere knowledge of hygiene will not solve the problem. Unless we can learn how to make people want to be strong and get them to develop habits that are consistent with their knowledge, we might as well stop teaching hygiene altogether."

This point of view wins general assent. Some of the group are pessimistic but the minds of one or two begin at once to search for remedies. Presently one of these interrupts the conversation with an enthusiastic outburst. "Let's form ourselves into a study club on health education. I'm tremendously interested. It may be too big a problem for us and perhaps the situation is hopeless, as some of you seem to think, but if we confine our efforts to the education of Miss G.'s class and everybody does some hard thinking, we ought to be able, among us, to hit upon some way of making progress."

Some of the party are inclined to laugh at the proposal but a few take it seriously and all agree to meet a week later and continue the discussion. At that time it appears that some of the group or club, as the originator of the idea insists on calling it, have given the subject no further

thought. Others have pondered the problem from time to time but confess that they have made no headway. One of them says: "It seems to me that the only thing that can be done is to tell people the facts about health and disease and then leave the responsibility with them. People of the thoughtful, conscientious type — a small minority — will make use of this knowledge and the rest of us will ignore more or less of it until it is too late. I disagree with the view that we ought to stop teaching hygiene because so few people put their knowledge into practice. Everybody should be informed. Some of the facts will probably sink in and affect the conduct of some individuals at some time or other. That is very far from an adequate solution, of course, but, for the life of me, I can't see how you can make a person take care of himself unless he wants to do so and has enough will power to do what he knows he ought to do."

One of the most thoughtful members of the club then takes the floor. "I agree with the last speaker," he says, "and I have been puzzling over the question, 'How can a person be educated to want a thing so much that he will do nothing which he knows will stand in the way of his desire?' When a person has not enough will power to do what he ought to do in order to accomplish something, it really means that his desire for that thing is not as great as his desire for something else which conflicts with it.

With most of us, instinctive desires and those which have been stimulated by custom are too strong to be overcome in our everyday actions by the rather indefinite ideal of conservation of health. If pupils are to learn to make the most of themselves physically, they must be led to want

to be strong and well even more than they want unlimited cake, or freedom from the nuisance of toothbrushing, or postponement of the pain associated with a visit to the dentist.

As I thought about the question, it occurred to me to try to trace back some of the ideals which have had a considerable influence on my life and have enabled me at times to avoid what might be regarded as the easier or the pleasanter course. I thought that this method might furnish some clues to the proper procedure for educating children in matters of health. I discovered, on reflection, that some of these ideals first became impressed upon my mind through reading, but usually they were associated with people whom I admired or for whom I had a strong affection. Even in the cases in which the ideal had its source in a book which I had read, it was almost always represented by an interesting character saying something or doing something which I admired. This was always true in the case of ideals which I could definitely trace back to the years of childhood or youth. I am inclined to think, therefore, that Miss G. would do well to try to bring her pupils into contact with people who are attractive to children of their age and whose lives make self-denial for the sake of physical well-being appealing."

This suggestion opens a new path for the other minds whose thoughts had been traveling in a circle, and many illustrations are offered in harmony with the last speaker's experience. It is agreed to follow out the new lead and bring to the next meeting concrete suggestions for work in the classroom. This meeting proves to be intensely interesting, with many suggestions and vigorous discussion.

The most valuable proposals which Miss G. carries away in her notebook are these:

1. Enthusiastic devotion by the teacher to the health ideal in her own life, with occasional references to her experiences, not in the form of exhortation to do likewise, but casually, as one talks to friends about the things which are very near his heart.
2. Public approval of worthy examples among the members of the class.
3. Occasional visits from individuals attractive to young people who are good exponents of the doctrine of health.
4. Interesting books for boys and girls in which characters which they admire meet successfully situations involving a choice between right and wrong in regard to physical welfare, or in which characters who keep themselves fit are able to accomplish things which appeal to boys and girls. A considerable number of such books is listed.

At later meetings, Miss G. is able to report the results of some of the suggestions as she puts them to the test. Unexpected difficulties are encountered and remedies suggested. The process of developing habits consistent with ideals occupies the club for several meetings, and the value of commendation of the smallest progress, encouragement of those who become disheartened, avoidance of lapses when one has begun a new course of action, and the stimulation of group interest are all emphasized by concrete experiences.

By the end of the term, Miss G. herself has acquired a stimulating ideal which has already made an appreciable change in her life. The class has become keenly interested in their own physical welfare and has made real progress in developing hygienic habits. They have formed a Keep Fit Club whose members are ashamed when they are sick

and are really exercising a good deal of self-control in the effort to maintain a record of "No time lost by sickness." The club occasionally invites physicians, physical training instructors, and athletes to speak at their meetings. Some individuals are refractory and very few are proof against the temptations of the appetite, but as Miss G. remarks: "We can afford to wait for the millennium."

Principles Relating to Health

1. A vast amount of waste and unhappiness is due to sickness and physical weakness. Hence one of the most important problems, both for the public and for the individual, is the conservation of health.

2. Most people fail to make the most of themselves physically, partly from lack of knowledge, partly from lack of ideals. The schools can do no more important work than to impart knowledge necessary to health, cultivate hygienic habits, and especially to inculcate ideals of physical efficiency.

3. In dealing with the problem of children's health, coöperation between the school and the home is needed.

4. Teachers should be as much interested in the health of their pupils as in their mental development and should feel responsibility to the same degree.

5. In order to get the best results, teachers must themselves have high ideals of health and must set a good example of hygienic living.

6. As public servants upon whom much depends, teachers should feel a high sense of responsibility for keeping themselves physically fit. Illness should not always be regarded as a misfortune; it is often the result of neglect of duty.

Problems for the Reader to Solve

Problem 156. — The rule of the school requires a teacher to inspect pupils at the beginning of each session and to send to the office any who show signs of not being well. She wonders how she can learn to "spot" suspicious cases.

PROBLEM 157. — A child is pale and shows little energy. The teacher knows that he comes from a poor home, and suspects that he does not get enough to eat. She is greatly troubled and feels that something ought to be done, but does not see how she can do anything to help.

PROBLEM 158. — A class has a party at the school. The children furnish refreshments. They consist almost entirely of cake and candy, with ice-cream, of course. Everyone eats all he can hold, and many respond to the appeal to "have another piece — we don't want to have anything left."

PROBLEM 159. — A teacher works beyond her strength and is in poor physical condition. She has a highly developed sense of duty and takes pride in always being at her post even when she ought to be in bed.

PROBLEM 160. — In a school system, much time is lost by teachers because of sickness. There is, of course, a serious loss in efficiency of the school work. The superintendent expresses the opinion that teachers are under obligation to the public to keep themselves in the best possible physical condition. He asks each teacher to consider whether she is doing her full duty in this respect.

PROBLEM 161. — A teacher who has not missed a day on account of sickness in ten years says, half in joke, that she thinks she ought to have her pay raised. She knows that most teachers lose some time and some lose a great deal, because of illness. Her point is that she is of more service to the school than if she were away from her post occasionally. Another teacher says that this is no credit to her. She is blessed with good health and ought to be thankful. If anything, the teacher who is frequently sick ought to have the highest pay, because her needs are greater.

PROBLEM 162. — The board of education is impressed with the loss due to illness of teachers and, in the hope of improvement, retains physicians at its own expense, urging teachers to go to these physicians regularly for examination and medical advice. Very few teachers respond. The general sentiment is that this is the teacher's own private affair.

PROBLEM 163. — A teacher is assigned to a basement room, poorly lighted, and without ventilation. She feels that this may affect her health, and when another teacher leaves, asks to be transferred to the vacant position. She wonders what a friend means when he says that she is dodging the issue.

PROBLEM 164. — A parent calls on a teacher to explain that her daughter has been in frail health and the physician advises that she be kept out of school. The child, however, is broken-hearted and the mother wishes to try the experiment of allowing her to attend school only in the morning. The teacher feels that it will establish a bad precedent to allow children to think that any departure can be made from the regular school hours.

PROBLEM 165. — During an epidemic of scarlet fever, the principal asks the teachers to try to plan lessons which will help to check the spread of the disease.

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CHAPTER XI

PROBLEMS OF RELATIONSHIP WITH SUPERVISORS

Purpose of Supervision; Teachers and Supervisors; Coöperation

Problem 166. — A teacher, who has worked for a few years in a small school in which there is little or no supervision and has acquired a technic of her own, begins to teach in a much larger system in which the principals give a good deal of time to supervision, and supervisors of drawing, industrial arts, music, and physical training have charge of the work in those subjects. She finds it difficult to adapt herself to the change. She is uncomfortable when supervisors visit her room. She feels that they are observing her critically and this feeling prevents her doing herself justice. She is very sensitive toward suggestions and criticisms, regarding them as humiliating reflections upon her skill. She feels that supervisors of special subjects are unnecessary and that principals should concern themselves with matters of discipline and administration. She is invited to return to her former position. The salary offered is less than she is receiving but her expenses would be less. Her impulse is to accept but she decides to explain the situation to the superintendent before making a final decision.

The teacher makes an appointment for an interview with the superintendent and, at the appointed time, shows him the letter which she has received from her former employers, explains why she has been dissatisfied and unhappy in her present position, and says: "It would be a great relief if I could get away from these distasteful conditions and go back where I could be free to do my own work in my own way and have it appreciated. Nevertheless, I do not want to

make a mistake. I have looked forward to the opportunity of working in a larger system and now that I have it, I do not want to throw it away until I am sure that my ambition was a mistaken one. Therefore I should like your advice before I answer this letter."

Before he replies, the superintendent spends several minutes in reflection, jotting down notes occasionally. Then he says: "I think I understand your state of mind but, before I can advise you, I shall need to know whether it can be changed. Unless you can come to see things in a different light, it will probably be better for you to go. Let us go over the points of your indictment of your present situation. I have made a list of them, putting them in my own order.

1. Supervision by specialists and principals is unnecessary — merely annoying.

2. Their plans and the methods which they advocate conflict with your own ideas and the practices which you have worked out to your own satisfaction.

3. You are embarrassed by their critical observation.

4. You feel that they underestimate your ability since you are unable to do your best work under observation.

5. Their criticisms are not valid — merely humiliating.

Now let us consider these five points and see if your position is sound. If you convince me that it is, the logical thing for me to do is to try to change our procedure and then, presumably, you will be glad to stay. If, after our discussion, you are still convinced that you are right while I stand up for our scheme of supervision, you will be justified in withdrawing after a reasonable notice. On the other hand, if I convince you that you have not seen things in

the right light, you may get a new point of view which will enable you to enjoy your work.

Could we dispense with supervision without loss to the schools? Why do practically all school systems of any considerable size make supervisors a part of their organization, and why do writers on school administration urge that principals give more of their time to supervision? Why does the opposition to supervision always come from teachers or members of school boards or, in the case of special supervisors, from principals, but never from superintendents? You may say that superintendents become so enamored of the joy of managing other people that they overdo the process, try to plan all the details of school work and, with the aid of supervisors, undertake to make everybody carry out their ideas, instead of recognizing that teachers have some ability to think and plan. I admit that this is sometimes so and that when supervision becomes domination and checks initiative, it is harmful; but not all superintendents are martinets and even those who are striving to encourage initiative among their teachers seem to believe in the importance of supervision quite as much as the others. They have a different conception of supervision — but we will come to that later.

I believe that the chief reason why progressive superintendents have urged the employment of special supervisors, — often against strong opposition — and have encouraged principals to regard supervision as their most important duty, is that they are responsible for the work of the school system as a whole. They have a better opportunity than anyone else to compare the work of one teacher with another, to observe continuity or lack of continuity in the develop-

ment of a group of children, and to estimate the degree of success which the school system as a working organization is attaining. Your school board member, who probably has never made any study of education and, except when complaints come to him from parents, is apt to assume that the schools are all right, naturally opposes any additional expenditure. He has to be shown, before he will admit that a supervisor is necessary. Sometimes the possibility of cutting fifteen hundred dollars from the budget and winning the approval of tax-payers makes him confident that a supervisor can be dropped without loss to the schools. If he is confirmed in this view by even a single teacher, the superintendent may find it impossible to retain what he has gained by long effort and regards as a vital element in his organization.

Principals sometimes object to special supervisors because they like to keep the control of their schools in their own hands and the visits of supervisors complicate their programs, and limit their freedom of disposing of the time of their teachers. I think it is fair to say, however, that the finest type of principal is usually in favor of supervision.

Your own statement shows clearly enough why teachers often feel that it would be an advantage if supervision were eliminated. Perhaps the chief cause of objection to supervision on the part of teachers, principals, and indirectly of school board members is the unattractive personalities or unwise actions of individual supervisors, but you will agree with me that such special cases ought not to condemn the principle. My point is that it is difficult for all these groups — teachers, principals, and board members — to obtain more than a partial view of the whole situation and

that, since superintendents, who are responsible for the whole enterprise and have the best opportunity of viewing it as a whole, consider supervision essential, it would be well to try to look at the matter through their eyes before condemning the practice.

Now let us imagine that all of our supervisors should be dismissed and principals should confine their efforts to administrative problems. What difference would that make in the work of our schools? In the first place, some of our younger teachers would fail and have to leave with a disheartening sense of failure at the beginning of an anticipated career. Worse yet, their classes would suffer a serious injury at the hands of a poor teacher, possibly a succession of poor teachers, before someone could be found to handle the situation without help. Teaching is a difficult job. I doubt if we can rely upon revelation as a basis for success in teaching any more than in plumbing. Both require apprenticeship and, in my opinion, this preliminary training is vastly more important for the young teacher than for the prospective artisan. A very important part of the work of principals and supervisors is the initiation of the new members into the profession."

"Then why not limit supervision to beginners?" the teacher interrupts. "Why bother those who have already worked out their salvation?"

"How long have you taught?" the superintendent asks. "Two years," is the reply. "And how much time have you spent in the study of education?" "I graduated from normal school — two years' course." "Do you feel that you have completely mastered the art of teaching?" "Of course not," the teacher replies somewhat impatiently.

"I expect to make progress every year." "Then you expect to know a good deal more about education ten years from now, if you should continue to teach so long, than you do at present?" "Naturally!"

"Well," says the superintendent, "the principal of your school has taught for more than twenty years, has met all kinds of problems, and helped teachers in all kinds of difficulties. Every one of the supervisors has had ten years or more of experience and has spent a great deal of time in the study of his special field. Don't you believe that they have something to contribute which would help you to make more rapid progress than you can make by your own efforts?"

The teacher is somewhat taken aback by this question. "Ye-es," she replies, "but I think one gains power by working things out for one's self." "Undoubtedly," the superintendent agrees. "It would be poor supervision that left no opportunity for a teacher to exercise initiative and to learn much by experience, but on the other hand progress would be very slow if nobody should take advantage of what others have learned. You would not advocate, I presume, the abandonment of cook books, cooking schools, and instruction of daughters by their mothers, in order that every girl might learn to cook by her own unaided efforts. Why should not a teacher need the advice and direction of more experienced members of the profession?"

"I suppose you are right," the teacher assents, "but I hate to give up the methods which I discovered by hard work and which I find successful."

"We will come to that in a minute," the superintendent goes on. "Let us consider another difficulty which would

arise, if we should abandon all supervision. Each teacher would teach in her own way. Those who have special ability and interest in music would probably teach the subject effectively but without sufficient relation to the work in other grades. Those who are not much interested in music would be apt to slight it. Even with a very definite course of study there would be great variation among the different classes. We should have a lot of independent efforts, some good, some bad, with more or less duplication and no consistent development from grade to grade."

"I think that difficulty could be avoided through conferences among teachers," the young woman argues. "Perhaps it could but I doubt if it would. 'What is everybody's business,' you know. I have thought for a long time that we ought to have a supervisor of nature study or elementary science. I have urged the value of this subject, have held conferences, and furnished outlines, but the work which is actually going on is very 'patchy.' A few teachers are enthusiasts and do splendid work, others do something in a desultory way, and some neglect the subject altogether. There is no systematic regular progress from grade to grade.

You said a moment ago that it is hard for you to give up your own methods when they conflict with the ideas of a supervisor. You ought not to give them up until you have explained them thoroughly and given your reasons for believing them superior to the ones proposed. Some supervisors may not be open-minded enough to give you a fair hearing but that is the fault of individual supervisors not of supervision. If you are open-minded yourself and try to understand the proposed plan, offering to try it out and striving to get the best possible results, the good super-

visor will be willing to let the comparative results determine the decision. It will help you, I think, if you keep in mind that the important thing is the progress of the children, and make your pride in your own plan quite subordinate to that aim.

One of your complaints is that you are embarrassed and unable to do your best work when supervisors visit your room. The best way that I know of to overcome that feeling is to keep your mind on your purpose — helping the pupils to accomplish as much as possible. If you can do this, you will be less conscious of yourself and less troubled about what the supervisor thinks about you. Don't be afraid to let the supervisor see all your difficulties. He can help you most if you ask him to observe the kind of work with which you are least satisfied. When I was learning to drive an automobile, I was frightened to death at the thought of driving through a crowded street, and I was very anxious that the young man who was instructing me should not consider me utterly stupid. I had a strong inclination to keep to the broad, unfrequented streets where my modicum of experience would enable me to appear like a veteran. Nevertheless, my reason told me that this was my chance to get all the help which the instructor could give me. In a few days, having obtained a license, I should have to blunder my own way out of difficulties and perhaps smash the car in the process. Therefore I set my jaw and drove again and again through traffic. It was not much fun but I learned a lot.

Now my advice is that you set to work to learn all you can from the supervisors. Never mind if they do sometimes underestimate your ability. If you really have the ability,

you can afford to grin at their mistakes. Tell them to criticize you severely, that you aren't afraid of criticism if they give it to you straight, and show them that you can profit by criticism.

Finally, let me emphasize one point which I have already touched upon. It is a thought which has helped me very much as teacher, principal, and superintendent. Don't take a personal view of your professional relations with supervisors. Remember your main purpose and don't let personal feelings interfere with it. You may think that a supervisor has been unfair. He may have said something which has hurt your feelings. It is quite possible that the fault was unintentional. If not, he has only hurt himself, not you, unless you choose to be hurt. If you nurse a grudge, you will injure your work. If you keep your mind on your purpose, you can ignore the injury and often you will find it imaginary."

The teacher thanks him and says, as she rises to depart "I'm afraid I can't measure up to your ideal, but I'll try not to dodge the traffic."

PROBLEM 167. — One of the teachers of a school system is made supervisor of drawing. Some of the teachers who have taught as long as she has resent the appointment. The public commendation, which she received while a teacher, for her work in drawing, aroused jealousy and led these teachers to make sneering remarks. At conferences led by the new supervisor, her opponents take little part, assuming a bored attitude and occasionally offering objections to her proposals. Some of them pay little attention to her directions and continue to teach in their own way. On one occasion, the supervisor makes the remark that the superintendent expects her to bring about an improvement in the work in drawing, meaning that he has put upon her special responsibility for accomplishment. The re-

mark becomes modified by frequent repetition until she is generally believed to have said that the superintendent will see that her plans are carried out. This and other misinterpretations add to the opposition. The supervisor proposes to introduce a new set of drawing books involving a novel method and announces a series of weekly conferences for the purpose of studying the plan. This causes a storm of indignation behind the scenes, and the chief objectors declare that it is time to stop this folly. The discussion spreads rapidly through the whole teaching staff and a group of teachers visits members of the board of education and declares that the teachers have lost confidence in the supervisor and that her continuance would be a detriment to the schools. They consider the employment of a supervisor of drawing a useless expense. The superintendent learns of the situation from the president of the board and summons the ring-leaders for a conference.

The superintendent opens the conference by saying: "I need your help in meeting a situation which threatens serious disturbance in our schools. It is reported that there is opposition among the teachers to Miss M. as supervisor. Some teachers have even been to see members of the board of education and urged that she be dismissed from the position. I say that the situation threatens to injure the schools. The dismissal or demotion of a member of the staff is almost sure to arouse intense feeling and may even cause a factional division. I am asking your help because most of you have taught here for a long time and must therefore have a strong interest in the welfare of the schools. You are in a position to know the attitude of teachers and I have reason to believe that your influence will count with them."

The teachers are uneasy during this explanation. They had not expected this method of approach, but had prepared themselves for hostility, anticipating a defense of the super-

visor. They do not wish to accept any responsibility for the situation and especially dislike the idea of coming out in the open as leading figures in a controversy. Those who visited the board members had asked that their names be kept out of the matter. Their idea was that the board would act without disclosing the source of its information. The suggestion that they coöperate in a solution of the problem rather frightens them. Some start to disclaim any special knowledge of the subject and to deny that they are influential with other teachers, but when the superintendent offers to enlarge the committee by inviting any others whom they may name, they have no suggestions to make. He goes on:

"We ought to know first how general this opposition is and the basis for it. Will you tell me what you know about that?" Nobody volunteers an answer so he calls upon individuals. One or two profess to know of no definite opposition and others declare that there is a great deal of opposition but they have no knowledge of the reason for it. Some say that the supervisor insists upon impractical methods, that she hurts teachers' feelings by tactless remarks, and that teachers have no confidence in her ability or judgment. One of the group forgets to be impersonal and relates with much feeling some of her own experiences. "Did you talk over these matters with Miss M.?" the superintendent inquires. "Of course I didn't," she replies. "After what she said to me, I don't intend to have any more to do with her than I can help." "Are you sure that she was aware that she had hurt your feelings?" "Well, if she wasn't she ought to have been."

"I am not trying to defend Miss M.," the superintendent

continues. "I am not in a position to judge of the merits of the case, because I have not all the facts. I have your statement of Miss M.'s words, which I do not question, and I know the impression which they made upon you, but in order to interpret the case accurately I should have to know what was in her mind, what she really intended. The longer I live, the more convinced I become of the difficulty of making upon the mind of another person the exact impression which one wishes to make. It is difficult enough when one gives his whole attention to it, and, in the casual, unpremeditated remarks which one is constantly making, the chance of misunderstanding is very great. One of the worst sources of trouble in this world is misunderstanding. Many a worthy enterprise is wrecked because people who start to work together fail to understand each other. There is a falling out and the enterprise is retarded if not abandoned. I hope you will not think that I am preaching. I am simply relating my experience, and I am going to tell you a few things which I believe with all my heart.

No group of people can work together successfully unless they believe in each other and disregard each other's apparent peculiarities. We are all queer — from the other person's standpoint, that is, we all have our peculiar points of view. We cannot see into each other's minds perfectly. We are bound to differ in tastes, habits, and temperament. We are bound to clash unless we are tolerant of each other's peculiarities. There are two articles in my creed which help me a great deal in working with other people. The first is 'Keep your mind on the main purpose.' Don't be side-tracked by personal irritations. In working with other people, try to act in a way which will accomplish most

in carrying out the common purpose. The second article is 'Be frank in your relations with other people.' When a difficulty arises, when another person does something or says something which you dislike, especially if it is something which may hamper the accomplishment of the enterprise in which you are both engaged, have it out with him face to face. Don't maintain an offended silence and don't, above all things, tell about his outrageous conduct to other people, for such action, while it may give you some personal satisfaction, will not further your main purpose. Set your mind on straightening out the difficulty and don't waste time in being 'sore' about it. If my experience is typical, the difficulty, when handled as I suggest, will almost always prove to be due to misunderstanding."

The only definite criticism of Miss M. which is generally agreed upon is the attempt to introduce the new course in drawing and the plan of special conferences in preparation for it. The superintendent tries to obtain accurate statements about the new books, but without much success. When he asks one of the teachers to point out certain weaknesses which she has referred to, she is unable to do so and he is able to show that some alleged omissions do not, in fact, exist. The teachers admit that they have not examined the books carefully but have relied upon reports coming from others.

"Now," says the superintendent, "do you think that the case against Miss M. is strong enough to justify anyone in going into court with a recommendation for her dismissal? If she is inefficient or in any other way a detriment to the schools, we ought to secure her withdrawal, but I confess that I should be very doubtful of convincing

fair-minded people that she ought to be dismissed upon such evidence as we seem to have. It would injure the schools very seriously and diminish public esteem for the complainants if the matter should appear as an unjust attack upon an individual. Even if the school board should be so impressed by the attitude of teachers as to dismiss Miss M. without attempting to make a thorough investigation of the facts, I cannot believe that any considerable number of teachers would be satisfied. What shall we do?"

"Drop the whole thing, I suppose," one of the teachers replies in a tone of indifference.

"Are you satisfied, apart from the danger of factional strife which might be caused by Miss M.'s dismissal, that it will be to the advantage of the schools to retain her as supervisor? Will the teachers coöperate with her heartily?"

"Indeed they won't. We have told you that teachers have no confidence in her. If we drop the matter, it will be simply to avoid a row."

"If that is the case, it seems to me that it would be a mistake to simply drop the affair, for that would leave the problem unsolved. Let us see if we cannot think of a plan by which we can reach a real solution."

One of the teachers suggests that if the supervisor could be induced to resign, the matter would be settled. "Are you sure that that would completely overcome the difficulty?" the superintendent asks.

"I don't think so," one replies. "She would still feel that she had been forced out, and a good many people, even a few teachers, would side with her. It would probably leave a sense of injury which would last for some time."

No other suggestion is forthcoming until the superintendent says: "Let us state the problem as it now appears. Many teachers feel that Miss M. is not a satisfactory supervisor but there is not sufficient evidence to convince fair-minded people that she ought to be dismissed. Does that suggest the next step?" One replies: "We ought to collect evidence," and another: "We might ask the teachers to report every case in which they have cause of complaint. At the end of the year we should be able to back up our contention."

"I don't think that is quite fair to Miss M.," one of the teachers objects. "This conference has raised doubts in my mind. I am not sure that we have given her a fair chance. If we follow the plan just suggested we shall be prejudicing the case in advance by inviting teachers to look for trouble. I agree that we ought to have a year's trial but during that time I think we ought to pitch in and do everything we can to help her. If we do that and at the end of the time the work is not going well, perhaps she will see that she is not fitted for the position and resign voluntarily. If not, perhaps our superintendent would be ready to advise her to do so. However, I am inclined to think that if we all do our best to make her work a success, we shall have a very different feeling by the end of the year."

This suggestion wins approval from most of the members of the conference and the discussion then turns to the method of changing the state of mind of the disaffected teachers. Most of the schools are represented in the informal committee, and it is agreed that each one will talk with other teachers individually or in groups, explaining the situation as it now appears and trying to win their support for a trial

which aims not at defeat of the supervisor but at success for the schools.

PROBLEM 168. — A supervisor explains to the teachers the possibilities of project work in his department. He gives several illustrations and furnishes a list of projects, saying that teachers may select from these or propose their own. He offers to give help but asks teachers to coöperate in working out the details. Several teachers have a discussion after the meeting. One says that the supervisor is calling upon teachers to do his work. "He ought," she says, "to tell us exactly what to do in each grade. I have no time to work the scheme out for him." Another teacher is inclined to sympathize with the speaker but, as she thinks the matter over, certain doubts enter her mind and she asks herself what the relationship of teacher and supervisor should be in developing a new piece of work.

The teacher's first thought is that the supervisor ought to take the responsibility for working out new plans. She thinks: "He is paid a higher salary because he is supposed to know more about his subject than teachers do. If teachers are to do the planning, where is the need of a supervisor? His salary ought to be used to increase teachers' salaries." Then she begins to think of what was presented at the conference and admits that the supervisor's part in it must have cost considerable time and effort. She doubts whether any of the teachers could have presented the subject so clearly. Certainly very few of them could have done so, and probably none of them could have given illustrations which would apply to so many grades.

"Then why should he not work the whole scheme out in detail for all of us?" she asks herself. During the discussion after the meeting some of the teachers had seemed to think that he was trying to save himself work. She doesn't fully believe this and, as she thinks about it, the thought

comes to her that the test of the matter should be the actual accomplishment in the education of the children. The question becomes: "Is that accomplishment likely to be better if teachers take part in working out the new plan than if they simply follow the supervisor's directions?" Arguments on both sides occur to her. Some teachers could work out excellent plans and get them in operation more quickly than could be done if the supervisor had to work out every project in detail. Any project which is planned for a given grade in all schools would sometimes be less successful than one which has been developed for a particular group of children. On the other hand, many teachers have not sufficient ingenuity to develop a new scheme as the supervisor could do it if he could give sufficient time to the problem. She has no great confidence in her own ability to work out a successful project.

The teacher comes to no definite conclusion but thinks about the matter occasionally during the following week, trying to decide what project to take. The suggested projects for her grade, the fifth, are:

1. A program for the school assembly.
2. A class history containing events in the school career of the class and accounts of interesting experiences of individuals, the record to be bound, decorated, and illustrated by members of the class.
3. A study of the birds to be seen in and about the town.

None of these appeals to her very strongly although she thinks that any one of them could be made interesting. She decides to let the class choose but before the time comes when she had planned to put the question before the children, a situation arises which causes her to change

her mind. During a geography lesson the children become much interested in some of the pictures in the textbook. The next day one of the boys brings a copy of the National Geographic Magazine which is examined with delight and furnishes material for enthusiastic discussion. Other children are fired with zeal for collecting geographical pictures, the bulletin board is soon filled and the disposal of the material becomes a problem. The supervisor's suggestion of a class history gives the teacher an idea and she suggests that the class might make some geographies of their own. This idea is seized upon with avidity and the project is launched.

The teacher meets many problems as the work proceeds. It is hard to keep the new project from monopolizing the class time. Some of the children want to talk endlessly, and some begin to lose interest quickly. When she mentions her difficulties to the supervisor, he usually has some helpful suggestions to offer. He is appreciative of her efforts and occasionally visits the class to see the growing books and talk with the children about new acquisitions. He frequently uses this project in explaining to other teachers how to go to work, and asks the teacher to give an account of her experience at one of the conferences. At his suggestion, the pupils give a talk on geography at the school assembly, using lantern slides made from some of their own pictures.

Toward the end of the term, after a meeting at which the supervisor commends the work of some of the teachers and urges others to try to work out their own projects, a teacher reiterates the statement: "If he wants project teaching let him assign the work for us to do." Our teacher re-

sponds: "I think he is right in asking us to do some of the planning. I am sure that it is an advantage to us to be able to choose the project which appeals most strongly to the individual class. If we take prescribed projects it will be harder to get the children to work with a purpose of their own. We ought to be able ordinarily to tell better what suits our particular classes than the supervisor can. At least, those of us who are experienced teachers ought to be able to do so. I don't want to be told just what to do. It has been real fun to work the problem out, and I think I have gained power in teaching and a better understanding of the problem of education by trying to think the scheme out for myself. It seems to me that we are bound to make better progress if, instead of letting the supervisor do all the planning and following his directions, we all do our best to accomplish the purpose. To my mind, the relation of supervisors and professional teachers should not be that of directing and following directions as in a military organization but rather coöperation under leadership."

Principles in Regard to Relationship with Supervisors

1. The purposes of supervision are:
   - *a.* To secure unity of effort of all who participate in the work of the school system.
   - *b.* To give help and guidance to the teacher, especially to one who is new in the work.
   - *c.* To get the best possible results in carrying out the purposes of the school system.
2. Supervisors have, or should have, a more comprehensive view of purposes, methods, and accomplishment than the individual teacher has. The supervisor should know more

of the subject matter and method in his field than the individual teacher is likely to know.

3. The teacher and supervisor should have common purposes. The relationship should be one of coöperation.
4. The teacher should feel responsibility for helping to get the greatest benefit for the school which supervision can give. She should take the initiative where this seems to be necessary for the best results. She should not feel that it is all "up to the supervisor."
5. The relationship between teacher and supervisor should be professional, not personal. The accomplishment of purposes, rather than personal feelings, likes, and dislikes, should be the important factor. As in all coöperative work, each one must make allowances for individual peculiarities, temporary aberrations, etc. Misunderstandings are very common. The best results are obtained when one can believe in the other fellow's good intentions and when one helps the other fellow to do his best.
6. Ability to accept and make use of criticism is important in any coöperative relationship.
7. Tact is a desirable trait, but frankness is even more important between people who sincerely wish to accomplish something by working together.
8. Jealousy is a deep-seated instinct but the "good sport" does not allow himself to show it. He makes a point of showing interest in the success of a person who has received a coveted promotion and gives as much help as he can. He is scrupulously careful not to say anything derogatory about the other person.

Problems for the Reader to Solve

Problem **169**. — A supervisor, when visiting a classroom, usually spends his time in observing the work, seldom says anything, sometimes makes notes. The teacher has the feeling that he is making unfavorable comments, knows that she is getting no help, but does nothing about it.

Problem **170**. — A supervisor sometimes criticizes a lesson, pointing out defects of which the teacher is aware. She feels

that he has formed a false impression of her ability. He never happens in when she is doing her best work.

PROBLEM **171.** — A supervisor always commends a teacher even when the latter knows that the work has not been good, she has many nice things to say and merely ventures to suggest one or two things that she might care to try.

PROBLEM **172.** — A supervisor disapproves of a teacher's methods, explains what he regards as a better one. The teacher argues the point, remains unconvinced, and sticks to her own plan.

PROBLEM **173.** — A supervisor furnishes exact outlines of the work to be done, and insists that teachers follow them closely. A teacher complains that she is given no opportunity to exercise initiative. She is sure that she could get better results if permitted to work out her own scheme.

PROBLEM **174.** — A supervisor makes a casual remark which hurts the teacher's feelings. The teacher cherishes the injury and relates the occurrence to others but says nothing to the supervisor.

PROBLEM **175.** — A conference is called to discuss course of study outlines. The work taken up contains very little that is new to some teachers. They take no part in the conference and feel that their time is wasted.

PROBLEM **176.** — The subject of a conference is announced a week or two in advance. Only a few take an active part in the conference. Some have given no thought to the subject. All go away with a feeling of disappointment.

PROBLEM **177.** — Teachers are asked to make suggestions which will enable the supervisor to be of as much help as possible.

PROBLEM **178.** — A group of teachers are conversing. One maintains that supervisors are the bane of a teacher's life. They just mean more meetings and interference with a teacher's own work. She thinks it would be better to do away with supervisors, says that those who can't get along without supervision ought

not to be teaching anyway. Another member of the group disagrees and attempts to convince the others that supervision is important.

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CHAPTER XII

PROBLEMS OF RELATIONSHIP WITH ADMINISTRATIVE OFFICERS

ACCEPTING CRITICISM; COÖPERATION WITH SUPERINTENDENT; ASSIGNMENTS TO POSTS; CONTRACTS

PROBLEM 179. — A teacher is requested to come to the principal's office. The principal says: "Miss A., I have noticed that you are frequently tardy in arriving at the school in the morning. The rules require teachers to be in their rooms at least fifteen minutes before the opening of school. You are expected to comply with that requirement punctiliously. If anything which you cannot control prevents your reaching school on time, please explain the circumstances as soon as possible." The teacher replies with some heat, "I have not been late more than two or three times this year and then only a minute or two." The principal turns to a record and gives the dates of four cases of tardiness within two weeks. The teacher thereupon walks out of the room, pale with anger. It is some time before she regains her composure. Later in the day she talks to a friend about the occurrence and remarks on the meanness of the principal in spying on a teacher. This idea impresses itself on her mind very strongly. She declares that the principal has a grudge against her, that there are plenty of other teachers who are worse offenders than she and he is as sweet as honey to them. In the evening she talks with some teachers from another school. They encourage her in her attitude, saying that things are much more easy going in their school. The principal is frequently late himself and the fifteen minute rule is a dead letter. They advise her to try to be transferred at the first opportunity.

DURING the next week or so, the teacher nurses her injured pride. She is careful to be punctual but, whenever

she meets the principal, she responds to his friendly "good-morning" with a curt reply and a frozen countenance. The principal does not appear to notice this and she is secretly disappointed that he is not more contrite over his rude treatment of her. She cannot help feeling that she is behaving childishly and lowering herself in his estimation.

At her next meeting with the group of teachers who had suggested that she ask to be transferred to their school, the discussion is resumed. One of the teachers says: "Mr. A. doesn't bother about petty regulations. He never gets to his office until the last minute and he generally leaves as soon as school is over." To her surprise, our teacher finds herself defending her own principal. "He is always the first one in the building and often stays until six o'clock. If I have occasion to call him up on Saturday morning, I almost always find him at his office. It is the school joke that he sleeps in the building. One of the teachers who got to school at eight o'clock one morning found him going about from room to room, in his shirt sleeves, looking at thermometers. The janitor was sick and he had been attending to the furnace for two hours. I think he works too hard but I respect him for putting his whole heart into the school. I should not want to work for a principal who did not care how things went."

This involuntary plea as champion of the man who has hurt her feelings changes the teacher's set of mind and opens the way for calmer reflection. She realizes that to one who has such a high sense of responsibility as her principal manifests and who gives such careful attention to details affecting the welfare of the school, such a matter as tardiness of teachers would naturally appear a serious

problem. She wonders why he did not call her to account more promptly until it occurs to her that perhaps he may have dreaded the interview and postponed it until compelled by a sense of duty. She recalls her own feelings and behavior with increasing dissatisfaction. Her imputation of spying now seems particularly mean. Instead of a sneaking effort to "get something on" a teacher, his behavior appears, in her new mood, to be more like conscientious devotion to duty — possibly an unpleasant duty. She is ashamed of her instinctive effort to excuse herself by minimizing the amount of her tardiness and suggesting that worse offenders have escaped rebuke.

In a mood that is a combination of self-depreciation and exaltation, she goes to the principal and says: "Mr. B., I have come to apologize for acting like a baby. I got what I deserved and I ought to have thanked you for it. I do thank you now and I want you to know that you can count on my help in your work for the school."

The principal beams as he grasps her hand. "That's the most encouraging thing," he declares, "that has happened to me in a long time. But don't be too hard on yourself," he adds. "The ability to accept criticism is a rare accomplishment among people of spirit. Many people become hardened to it or learn to accept it silently through fear of consequences, but among self-respecting men and women such as make up the teaching corps of the average school, there seem to be few who have learned to accept criticism without an emotional reaction which upsets their judgment.

The reason why your statement gives me so much pleasure, — apart from your renewal of cordiality which I have

missed and your offer of coöperation which warms my heart — is that it restores my faith in the possibility of a relationship between teachers and administrative officers which would increase school efficiency to a marked degree. I have discussed the matter with principals very often and the belief is almost universal among them that one must be exceedingly careful how one criticizes a teacher. Many and many a time I have refrained from calling a teacher's attention to some delinquency or opportunity for improvement, for fear that wounded sensibilities would enter the situation and the result would be loss instead of gain. Many principals, under the influence of this belief, have formed the habit of giving unmerited praise and refraining altogether from adverse criticism. Others discuss individual shortcomings in general terms at teachers' meetings, in the hope that the delinquents will take the admonition to heart, without regarding it as a personal rebuke. If teachers and principals could learn to talk to each other, man to man, pointing out faults and needed improvements without personal resentment but solely in a spirit of service to the school, we could go ahead with a rush."

"I have heard teachers discuss the same thing," the teacher interposes. "I have heard them laugh about principals who are always playing Pollyanna, and declare that they would rather have a man come down hard once in a while."

"I have heard such remarks too," the principal rejoins, "and I know some principals of a very strong or very winning personality who can talk to a teacher like a 'Dutch uncle' without arousing resentment, but it is a very real

problem nevertheless and one which has worried me a great deal."

"Well, you won't have to worry any more about *me*," the teacher remarks as she rises to go. "Hereafter, please don't try to break the news gently but tell me the worst at once. I'd like to see whether I'm cold-blooded enough to hear the truth about myself." She hesitates a moment and then says: "I offered to help you and, if you are willing to trust me, I should like to begin with this problem which worries you. I think I can interest the other teachers in the matter and I am hopeful that we can all get together on the relationship of man to man."

PROBLEM 180. — A new superintendent requires teachers to make various reports to which they have not been accustomed. Some of them find the work tedious and exacting. They complain about the matter to friends and, in conversations around boarding-house tables, make humorous exaggerations of the superintendent's worship of statistics. One or two teachers who are intimate with members of the board of education give similar accounts to these officials. The superintendent gets his first intimation of the trouble from a "Letter to the Editor" of the local paper. He calls a meeting of the teachers, explains the purpose of the reports, points out the injury to the schools which a general agitation is causing, and invites teachers who have any suggestions for improvement to bring them to him.

The superintendent, whose previous experience as principal of a single school with comparatively few teachers has led him to expect a prompt response to his appeal, is surprised and disappointed when a week passes with no attempt on the part of teachers to discuss the matter with him. The newspapers foster the controversy by printing every day editorials and letters in which the absurdity of new-fangled notions and the sufferings of oppressed teachers are set

forth with journalistic abandon. The superintendent learns that teachers are becoming more and more agitated and that a petition is in circulation among the townspeople, urging the board of education to suppress the burdensome requirements. He decides to ask a few of the most thoughtful teachers to discuss the problem with him.

He opens the conference by saying: "This situation puzzles me. The reports which I have called for are in accordance with recommendations made by men who have made very careful study of school administration. I have been hampered in my effort to learn the exact condition of the schools by lack of such data for previous years. Why should teachers oppose an effort to improve the schools? If they think I am wrong in my estimate of the value of the facts which I have asked for, why do they not come and discuss the matter?"

One of the teachers replies: "They do not come to you because they have no idea that they could convince you that you are wrong. They are rather afraid of you and have no confidence in their ability to defeat you in an argument. In spite of your invitation, they probably think that you would resent interference by a teacher." Another of the group says: "But teachers are not intentionally opposing the improvement of the schools. They think that they are being overburdened in order that you may pile up statistics which nobody will ever look at. The teachers in one school worked until after six trying to make their report check and one of them got so nervous that she was sick for several days afterwards. Then when the report was handed in, it was full of mistakes and had to be done over. Naturally the teachers were excited and com-

plained bitterly." Another adds: "The trouble has been fostered by people outside the schools. They seem to delight in a row and they have circulated stories that teachers never expected to be repeated."

"But why didn't they come to me when they had trouble with the report? I could have straightened out the difficulty in a few minutes. Why did they make it boarding-house gossip?" "Human nature, I guess," one of the older teachers replies. "We have had enough trouble from gossip in years past to know better by this time, but there seems to be an overpowering instinct to tell the world about one's troubles when somebody else can be blamed for them."

"Well," says the superintendent, "I understand the situation much better now. The question is, 'How are we to get out of it?'" Several suggestions are offered, such as simplifying the reports, holding a mass meeting of the teachers, and leaving it to the board of education to render a decision. One of the teachers says: "I think that we ought to be able to work out this problem ourselves. Mr. C. is working for the interest of the schools. We teachers want the same result, however much we may differ in regard to method. If we can find some way of attacking the difficulty in a spirit of coöperation, we ought to be able to settle it without a bitter controversy and a decision which would mean defeat for one side."

After more discussion, it is decided to have a representative committee by the election of delegates from each school to meet with the superintendent and principals. The teachers undertake to get support for the plan of solving the problem by coöperation.

At the first meeting of the representative committee, the

superintendent says: "As I analyze the situation, we shall do well to arrange our discussion in some such way as this:

1. Relation of teachers and superintendent in dealing with any administrative problem which involves possible misunderstanding or serious difference of opinion.

2. Relation of the school staff to public opinion in matters of school procedure.

3. Method of solving problems due to difference of opinion in regard to administrative requirements.

4. The specific problem of the new reports."

The members of the committee are not quite sure what the superintendent has up his sleeve, but as nobody has any better plan to propose, no objection is raised to his program. The discussion is at times discursive and necessitates two meetings. Some of the teachers are unwilling to allow their minds to wander from the determination that the reports must go, but the superintendent keeps bringing the argument back to the points at issue and consistently keeps to the fore the purpose of furthering the interests of the schools. By the end of the second session, the following conclusions have been generally accepted.

1. School problems should be dealt with in a spirit of coöperation. Everyone concerned should try to devote himself to the general welfare of the schools and subordinate personal convictions and personal comfort to this aim. The superintendent has the principal responsibility in administering the schools, and teachers should coöperate with him in making a fair test of plans which he considers important. On the other hand, he should be sympathetic with teachers' difficulties, try to see that their duties are not unnecessarily burdensome, take pains to have them

understand the purpose of his requirements, and welcome their criticisms, when made in a spirit of helpfulness.

2. Every member of the school staff should avoid as far as possible, action which may give the impression that there is lack of harmony within the schools. Every effort should be made to settle grievances by face-to-face discussion of those directly concerned. Gossip should be strictly taboo. A teacher should never "go over the head" of the superintendent or principal until an effort has been made to settle the matter directly. If such effort proves futile and the teacher believes that the welfare of the schools is seriously involved, he should ask to have the matter referred to the board of education. If this should be refused, it would be his duty to go to the board himself.

3. Problems of administrative procedure should be settled, as far as possible, on an impersonal basis by discussion or by experiment with unprejudiced study of results. Everyone should strive to maintain an open mind and aid in making the test a fair one, until the results are obtained.

4. The members of the representative committee will undertake to secure coöperation in giving a fair trial of the new reports. The superintendent will explain their purpose carefully. He will work out with the principals a method of preparing them which will economize time and effort as far as possible. At the end of the year he will explain just what use he has made of them and show by concrete illustrations what benefit the schools have derived. If it is not clearly evident that the results have justified the cost, he will either abandon the plan or discuss the matter with this committee or a similar one. Inasmuch as the present controversy has been widely advertised by discus-

sion and press comment, it will be advisable to announce publicly, after the teachers have given their consent, that it has been agreed among the members of the teaching staff to suspend judgment until the matter has been subjected to a careful test.

PROBLEM 181. — At the end of the school year, six teachers withdraw from one of the schools of a city system. In another school all the teachers accept reappointment. The superintendent feels that it will be better to distribute the new teachers between the two schools rather than to have so many beginners in the same building. He therefore proposes to transfer two experienced teachers from the second school to the first. These teachers have been in the school for several years, are attached to the principal, and are very friendly with the other teachers. Neither of them is willing to go. The superintendent says: "Please think it over. I do not wish to transfer you against your will and I should not ask you to go if I did not think it important for the good of the schools. If you have any better plan to suggest I should be glad to have your advice."

The two teachers discuss the matter with each other and with other teachers in the school. All agree that the request is unreasonable. One says: "Don't let him wheedle you into agreeing to the scheme. If you consent, he will be transferring teachers right and left. I came here to teach in this school and he has no right to make me teach anywhere else." The following letter is constructed with the collaboration of the two self-styled "goats" and several of their colleagues:

Dear Mr. Patterson:

We have considered your plan as you requested and feel exactly as we did when you first suggested it. We feel that this is our school. All of our friends are here. We know the pupils and the parents. To start all over in another school would be a waste. It would take a long time to get used to it, and as

we should be unhappy we could not help doing poorer work. Is it not very important that teachers should be happy in their work?

If it is necessary to transfer anybody, we think that two of the newer teachers should be the ones to go, rather than those who have been here as long as we have. It would not be so hard for them to change as for us who have grown into the school. At all events we feel that the teachers of long service should have first consideration.

For all these reasons we must respectfully decline to agree to the proposed plan in so far as it concerns us.

Yours very truly,
Helen Simpson
Margaret Watkins

Each teacher receives next day a note from the superintendent thanking her for her frank statement and saying that he will not press the matter. He requests her to attend a conference of several of the most experienced teachers to consider the whole question of transfers.

The superintendent explains the situation to the assembled group and says: "I have always believed that, for the highest efficiency, we should move teachers about more or less in order to have the strongest people in the most difficult positions. For that reason, we never make a contract with a teacher for a specific post. He is engaged as a member of our staff and theoretically it is expected that he will be assigned to the place where he is most needed. I say 'theoretically' because in practice we have made very few shifts except when teachers themselves have sought to be transferred. I have found it almost impossible to get teachers to go willingly to another school or even to another grade where I thought that they were more needed. When I suggest such a thing, some argue and some weep but

hardly anyone is willing. I might order the changes, of course. The board of education gives me that right, but I seldom exercise it because much, if not all, of the benefit would be lost if teachers were forced to move against their will. Now I want you as professional teachers to help me find the right solution. Will you forget, for the time being, your interest in individual schools and regard yourselves as members of a council of professional educators, concerned with the welfare of this school system as a whole? I would like to have you consider this question: 'If teachers' feelings did not enter into the matter, would it make for efficiency to assign a particularly strong teacher to a particularly difficult post, putting in her place a teacher who could handle the easier job fairly well?'"

The teachers suspect a trap and hesitate to say "Yes." One says: "One class might lose as much as the other one gained." "Would that be so if each teacher did his best? The teacher of less ability would do better with the easier class than with the more difficult one, would he not?" The teacher assents to this. "How about the particularly strong teacher? Would he necessarily do poorer work with the hard class?" "Not if he took it as a challenge to his ability," someone says. "He would probably exert himself to the full, and do even better work than in the position which did not tax his full strength."

"Do you think that he would get any pleasure in the new position?" the superintendent asks. "Certainly he would if he went at the job as we have assumed. There is no greater pleasure than mastering something that taxes all one's powers."

"Will you agree, then, that if teachers should feel real zest in undertaking a new assignment, given them because of the superintendent's confidence in their special abilities, it would be a real advantage to the school system to make occasional transfers?" "Yes," answers one, "but as you suggested at first, it is all theoretical. Teachers don't feel that way. They are human and they don't consider it fair to give a class that some beginner has spoiled to a good teacher just because, by working her head off, she can straighten it out. It would be different if teachers were paid according to their services."

"That is a good point," the superintendent returns. "I am heartily in sympathy with the idea of payment according to merit and I hope that we shall have it one of these days, but we all know that, until we can determine merit more exactly, the attempt would be disastrous, as it has been in so many places where it has been tried. For the present a teacher who takes a hard job will have to find his satisfaction in the consciousness of success and of worthy service."

One of the teachers breaks into the discussion at this point. "I do not believe," she says, "that teachers are really so dominated by self-interest as their attitude toward transfers might indicate. Many teachers are devoted to their schools and make all sorts of sacrifices for them. They dislike the thought of giving up an attractive position for one which looks disagreeable, but if they once caught the idea of responsibility for the success of the school system as a higher ideal than loyalty to a single school, I think that most of them would feel honored to be given a difficult problem."

"I think so too," the superintendent says, "and now let

us see whether we can make a beginning. I have called you teachers together because you are the very ones upon whom we must depend if we are to act as a real team. You are all skillful teachers, the backbone of our system. If you enter into the plan in the way that we have suggested as a possibility there will be no difficulty in making it a tradition in our schools. If any of you are willing to volunteer, we shall soon have a chance to set the scheme in motion."

"You may count on me," one says instantly. Several others follow suit. The two who had just declined transfer whisper together and, after the others have gone, announce that they have changed their minds. "We're going to be good soldiers," one remarks. "We would have resisted the draft, but volunteering is another matter."

PROBLEM 182. — In April a teacher accepts reappointment for the next school year. Late in July he hears of a vacancy in another school system which pays higher salaries. He applies for it and is offered the position. He then writes to the superintendent asking to be released. The latter replies that he cannot release the teacher from his engagement without injury to the schools. The teacher considers the alternatives of rejecting the new position or sending in his resignation.

The teacher explains his dilemma to a friend who is also a teacher. The latter congratulates him heartily on his new appointment. He says: "They won't hold you to your contract. They may try to bluff you, but if you simply send in your resignation, they can do nothing but accept it. Teachers are constantly doing the same thing. Your superintendent has no right to prevent your getting ahead. This is your chance. If I had it, I should not hesitate a moment."

This conversation relieves the mind of our teacher temporarily but he cannot keep his thoughts from running over and over the problem. He finds himself constantly arguing in defense of his intention to resign. "It is unfair," he contends, "to bind a teacher for a whole year and not permit him to try for an attractive vacancy. Good positions do not become available at any particular time. A man has got to be ready to seize an opportunity whenever it comes, if he ever wants to get ahead. The superintendent can get another teacher if he tries hard enough. He was mighty mean to refuse to release me." All the time the thought is in the teacher's consciousness of what the other superintendent will think of him if he writes that he cannot accept the appointment. When the offer was made, he was so delighted at the prospect of promotion that he did not lay much stress on his obligation to his present employers and, assuming that he would be released, accepted at once. Now, if he goes back on his new agreement, he will never be given another opportunity in that school system.

After several hours of uneasy reflection, during which his wife has chided him several times for not listening when she spoke to him and complained that he is getting unbearably irritable, he mutters: "I'll settle this thing now and forget it." He goes to the telegraph office and fills out a blank: "Sorry notice so late. Must insist you accept my resignation."

"There! That's done," he remarks as he leaves the office, but in spite of his determination, he is unable to forget the matter. He keeps going over and over imaginary interviews with the superintendent and pictures the latter reporting the case to the board of education. He fears

that his reputation in the town where he has been for several years will be injured and wonders whether the facts will come out in the paper and whether it will make any difference in the friendships which he and his wife have made. He lies awake half the night and rises unrefreshed.

As he glances over the morning paper during breakfast, his eye falls on an account of a strike in one of the great industries. Prominence is given to the fact that the men have repudiated a wage agreement, apparently taking advantage of a favorable opportunity to enforce new demands instead of waiting until the expiration of the agreement when they might be in a less strategic position. He has frequently argued that the weak spot in organized labor is its irresponsibility, that when men fail to live up to their agreements, they alienate public sympathy and injure their cause. It comes over him with a shock that breaking of contracts by teachers would, in the same way, damage the standing of the teaching profession. He recalls that, in a recent conversation about profiteering in which examples of selfishness have been cited in various professions as well as in business, he has expatiated on the unselfishness of teachers as a class. He decides to take a long walk and think out his problem calmly.

He admits first that he has so set his heart upon taking the new position that he has not fairly considered possible arguments on the other side. He states a few of them:

1. Appointments are made early when strong teachers are available. The superintendent who has to begin a canvass of candidates in July or August is likely to find more "lame ducks" than capable teachers who are free to accept engagement.

2. Withdrawal of a teacher late in the season is almost sure to cause a loss to the pupils who would be in his classes and therefore a loss to the public for whose service he was engaged.

3. Breaking of a contract by a teacher injures the standing of the profession as well as his own reputation.

4. It is hardly fair to the superintendent, who has worked all the spring to fill his staff, to send him a resignation when he has just left the city for a few weeks' rest.

The teacher is almost ready to conclude that he has made a mistake in sending that telegram, but again the thought occurs to him that if no teachers could make a change after signing an agreement in the early spring, a person's chance for advancement in the profession would be seriously curtailed. He feels that the growing custom of binding teachers for more than a year in advance and holding rigidly to the agreement is not fair to the teachers nor favorable to the public interest, if this is thought of in terms of the state or nation.

His obligation to the second superintendent is easily interpreted in the teacher's present state of mind. The superintendent is entitled to an explanation and an apology, but the previous agreement takes precedence. The application should never have been made, without the approval of those with whom he had already contracted.

On reaching this stage in his reflections, the teacher's face bears a different expression. His mind is at rest and he finishes his walk with an elastic step. His first act is to send another telegram: "Disregard my wire of yesterday. Will stick. Letter follows." On reaching home he immediately goes to his desk and produces the following letter:

Dear Mr. J:

If you have received my second telegram, you probably have a pretty good idea of the mental struggle that I have been going through during the past twenty-four hours. I wanted that position so badly that I made black seem white, or at least a very light gray. I think that I have a straight view of the matter now, and I am prepared to live up to my contract since you feel that you cannot release me. I should not have signed a contract for next year without conditions, unless I was prepared to abide by it fully. I do not think that I shall sign such a rigid contract again. As I feel now, I believe that I shall have enough confidence in myself to take a risk of having to accept a less satisfactory position, for the sake of being free to try for a better one. I mean to begin early to look for what I want and I hope that I shall be able to find it before the reappointments are made. If not, I shall have to make my decision to accept or refuse reappointment, in accordance with the terms of the contract.

However, I hope that before that time comes you will induce the board to make a slight change in the form of contract. It seems to me that at present many boards of education are going too far in the attempt to get the best for their own schools. They are right in looking out for the interest of the children in their towns but they ought, I think, to consider education of children as a state, even a national problem. I propose that this clause be inserted in the contract: 'Provided that the said John Doe shall have the right to explain to the said board any offer of another position which he may receive without solicitation on his part or on the part of agents employed by him or to ask permission to apply for another position which appears to offer greater opportunities for service, and provided that said board shall release said John Doe from this contract in order that he may accept or apply for such position whenever, in the judgment of the board, the said John Doe would be able to render more important service to the state or the nation in the position sought than in the one which he herewith contracts to fulfill.'

Yours sincerely,

Edward Harris

The teacher shows the letter to his wife and has the satisfaction of knowing that she is proud of him. A few days later, he receives this message from the superintendent: "Bully for you. Will back suggestion. Promotion will come soon."

PROBLEM 183. — A superintendent is very exacting. He issues directions frequently and expects teachers to follow them. One of the teachers feels that a plan for the grading of pupils, which has just been announced, is unwise. She expresses her views to another teacher who has taught a long time in the system. The latter says: "Forget it. If you want to stand well with Mr. B., just follow the plan. It will do you no good to protest against it." The first teacher is confident that the new plan will not be an advantage to the schools. She wonders whether there is anything which she ought to do about it.

The teacher puzzles over the question from time to time. The orders are to promote every pupil who has already repeated the grade, regardless of his standing. She agrees that the necessity of a second or third repetition indicates that something is wrong, but she cannot believe that merely advancing a pupil, who cannot do the work of the lower grade, is an adequate solution. With certain individuals in mind, she is convinced that the superintendent's plan will do more harm than good.

"Well, it's not my responsibility," she thinks during one of her periods of mental protest. "If Mr. B. does not seek or welcome the criticism of teachers upon his plans, he must take the whole blame for any harm which may come because of them." She gradually accepts the prevailing practice of carrying out orders and disclaiming responsibility for results, but at the same time she finds her enthusiasm for work diminishing. "This won't do," she says to her-

self presently. "If I don't do something quickly, I shall be a perfect cog. Unless I can get a chance to put my whole self into this job, I must find one where I can. It is not true that I have no responsibility for weak spots that I can see in our schools. I have always despised people who turn away when they see an animal abused. If I allow children to be injured without doing my best to stop it, I am doing the same thing, only worse. Mr. B. isn't consciously injuring children. He is sure that he is acting in their interest, and that will make it doubly hard to convince him, but it is my duty to try."

She goes to the superintendent and explains as tactfully as she can, her doubts about the grading of backward pupils. He listens to her statement but is evidently not impressed by it. He is sure that his plan is an improvement over the usual practice and thinks that the teacher is resisting progress. Although he feels that she is rather presumptuous in questioning a direction from the head of the system who has had a long experience in school work, he patiently explains the evils of retardation and the stimulating effect of advancement upon pupils who have become discouraged. The teacher tries to tell him that she too is anxious to remedy the evil and is simply dissatisfied with the proposed method, but she realizes that she has made a bad impression and that further argument is useless.

On her way home she makes plans for seeking another position for the following year, but before she actually takes any steps in that direction, her attention is turned to a more promising alternative. She finds in an educational magazine an article on mental tests and their use in modifying the education of backward children. This captures

her interest and, when she learns that courses in mental measurement are to be offered in the summer school of one of the universities, she promptly makes arrangements to attend. As she reads more articles on the subject and learns that some progress has already been made in adapting work to the abilities of deficient pupils, it occurs to her that the outcome of her interview with the superintendent was partly her own fault. She had limited herself to objections to his plan, since she had no constructive remedy to offer. If she could show him how retarded pupils might be able to progress without merely moving them into a higher grade, he might adopt the suggestion.

In the fall, she tells him about her summer courses and offers to loan him some of her books if he would care to look them over. She takes the first opportunity to discuss the books with him and, as she finds him interested, she asks if he would like to have her test some of the pupils. He assents and observes the first few tests carefully. She shows him the results from time to time. One of the pupils who was promoted to fifth grade in accordance with the superintendent's directions is found to have a mental age corresponding to the average age for second grade and nearly all of those who have been much retarded are mentally below the grades in which they have been placed.

A few weeks before the end of the term, the superintendent calls the teacher to his office and explains that he has just secured the consent of the board of education to establish a special class for mental defectives and wishes her to take charge of it.

Principles in Regard to Relationship with Administrative Officers

1. The function of the administrative officer is to "manage": to make plans, to give directions, to anticipate and adjust difficulties, to lead, in order that the school or the school system may carry out its purpose efficiently.
2. In a one-room school, the teacher is also the manager to a large extent. In a larger system, involving many people, it is more economical and more effective to have a special manager.
3. The relationship of administrative officer and teacher in a school system should be not that of autocratic direction and obedience, but coöperation in carrying out a common purpose. The functions of the two are different, but the purpose should be the same.
4. The relationship should be professional, not personal. Devotion to the purpose of the school, subordination of personal convenience and personal feelings to the welfare of the school, and frankness in dealing with misunderstandings or differences of opinion are necessary to an effective coöperation.
5. Administrative officers, like teachers, are human. They have their peculiarities, weaknesses, and prejudices. They are usually well meaning. Like other people, they usually respond to friendliness, appreciation, and willingness to coöperate. Suspicion, indifference, opposition, or unwillingness to coöperate on the part of their associates are likely to make them react in a similar manner. Although an administrator should be tactful, sympathetic, and just, the teacher who is truly professional will not dwell upon his shortcomings in these directions, but will accept his peculiarities as a part of her problem and strive to "allow for them" in order to accomplish her purpose.
6. For the best results there must be a sympathetic understanding of each other's work. A teacher must not expect favors nor must the administrative officer be blind to the conditions which affect the teacher's work.
7. The teacher should accept responsibility for helping to make administration effective. The administrative officer should welcome suggestions and criticisms from the teacher.

8. A teacher who is truly professional will be loyal to the system in which he works. He will not let grudges against superiors interfere with his best effort for the success of the system. He will not participate in gossip. He will not "go over the head" of his principal or superintendent by appealing to members of the board of education or influential citizens, but will take any criticisms which he has to make straight to the person directly concerned. He will be careful to do nothing which will lower the "morale" of the schools.
9. A teacher should cultivate the ability to accept criticism or a merited rebuke without sullenness or rancor.
10. In a coöperative enterprise one should try to suppress prejudices. Don't form the habit of looking for flaws in plans proposed by others. It is better to look first for the possible good features.

Problems for the Reader to Solve

Problem 184. — A teacher has some difficulty in controlling her class, but fears to make it known to the principal. She permits some rather flagrant misbehavior in order to avoid sending pupils to the principal.

Problem 185. — A teacher sends pupils to the principal's office very frequently — complains that the principal does not support her, that he allows pupils to return to her class without punishing them.

Problem 186. — A teacher, becoming exasperated with the persistent misbehavior of a boy, sends him from the room and sends a note to the principal that she will not tolerate him in her classroom again. The principal says that she has no authority to exclude a pupil from the class.

Problem 187. — A teacher is a candidate for promotion, but the superintendent recommends another. She regards him as her enemy and feels satisfaction in opposing his plans whenever an opportunity is presented.

Problem 188. — A teacher feels that the superintendent has formed an unfavorable impression of her from one or two slight occurrences. She is sure that he is prejudiced against her.

PROBLEM 189. — A teacher learns that a new policy is to be introduced which seems to her to trespass upon teachers' rights. She talks with other teachers about it and issues a call for an indignation meeting at which a petition is drawn up urging the board of education to withdraw the plan.

PROBLEM 190. — The principal announces some new regulations which seem arbitrary and unwise to one of the teachers who has been in the school a long time. These edicts of successive principals take a good deal of the joy out of her life as a teacher.

PROBLEM 191. — A principal assigns an especially hard class to a teacher, because he has confidence in her ability and does not wish to trust the work to a weaker teacher to whom the class would naturally belong. He does not explain his reason as he does not wish to disparage one teacher to another. The teacher feels that it is quite unfair and an example of favoritism.

PROBLEM 192. — A teacher is annoyed by many interruptions in the form of notes or telephone calls or visits by the principal in connection with administrative details.

PROBLEM 193. — A principal disagrees with a teacher's judgment in regard to certain promotions and reverses her decision. She is resentful and goes to the superintendent to complain.

PROBLEM 194. — At a meeting of teachers, the topic for discussion is: "Should Teachers Have a Share in the Administration of a School?" One teacher declares that every regulation and every new plan should be submitted to the approval of the teachers. Another says that administrative problems are not part of a teacher's function. No agreement is reached, but at the close of the meeting the chairman expresses the opinion that every teacher ought to think the question out and reach a definite conviction.

PROBLEM 195. — The superintendent asks a teacher to offer suggestions for the improvement of the schools.

PROBLEM 196. — A principal is not reappointed. He has a winning personality, is very friendly with the teachers, is not

at all exacting and seldom shows any dissatisfaction with the work of a teacher. The teachers realize that he is not a very strong character nor a very efficient leader, but they like him and are highly indignant at what they regard as unjust treatment. They feel that he is being persecuted by the superintendent.

PROBLEM 197. — In her first year in a school system, a teacher has not done strong work. She has had some difficulties in discipline and has not made much effort to follow the few suggestions which the principal and superintendent have given her. Nevertheless, she has not been conscious of any very serious shortcomings on her own part. She has been inclined to ascribe her difficulties to the previous training of the class and poor management by her superior officers. Toward the end of the year the superintendent tells her that her work has not been strong enough to warrant reappointment. She expresses great surprise and wants to know what charges he has to make against her. The superintendent replies that he is not a prosecutor and is making no charges. He points out one or two weaknesses but seems unable to recall many specific cases in which her work has been poor. He is evidently embarrassed and tries to soften the blow, but it is clear that he has made up his mind not to reappoint her. He says that he would like to please her, but he is responsible for the schools and cannot conscientiously retain a teacher whose work has not been strong. She says that he should have warned her. She feels that the loss of her position will be a disgrace and will prevent her getting another good place. She thinks that it is very unfair. After a while she makes up her mind to try to get a reappointment.

PROBLEM 198. — A high school teacher is asked by the principal to coach a basket ball team. He is unwilling to do it unless he is given extra pay for this service. He thinks that some teachers are asked to do more than others.

PROBLEM 199. — A teacher asks to be excused an hour or two before the close of school for a week's vacation, in order that she may take a train which will enable her to reach home at a convenient time. The superintendent refuses the request on the ground that there are many teachers who live at a considerable

distance and it would be impracticable to allow all of them to go early. He thinks a special effort should be made to have pupils realize that vacation does not begin until school closes. She thinks the superintendent is pretty mean, and would like to make him realize how small he is.

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CHAPTER XIII

PROBLEMS OF RELATIONSHIP WITH OTHER TEACHERS

Jealousy and Prejudice; Teamwork; Mutual Help; Exchange of Experiences

Problem **200.** — A teacher has worked very hard to develop self-reliance in her pupils. She has found it possible to give them a good deal of freedom. She feels that they have made a good start but that they need much further encouragement. At the beginning of the new school year she seeks an interview with the teacher who is to receive her former class, in order to tell her about the children and make some suggestions. She expresses a desire to visit the class occasionally. The other teacher is not cordial, intimates that she does not need advice as to the handling of a class, and gives the impression that she would resent any visitation. A week or two later, she remarks to other teachers that the class came to her in a terrible state, but she is "getting the nonsense out of them." The first teacher feels that her efforts have been wasted.

For a few days, the teacher is depressed and falls into a mental attitude which is accurately expressed by her half disconsolate and half petulant exclamation: "What's the use!" Her ideas and habits have become so changed by her work of the preceding year that, in spite of herself, she soon becomes absorbed in the growth of her new pupils, but her thoughts turn frequently to the impossibility of making a permanent impression on the characters of children by a single year's effort which is followed by treatment directed by totally different ideals. She decides to discuss the problem with the principal.

"Mr. S.," she says, "you seemed interested in the experiment which I tried out with my last year's class." "Yes," he answers, "I was more than interested. I was delighted with the children's progress. I am convinced that you are on the right track and I want you to go right ahead on the same line this year." "What's the use?" she asks. "That track comes to a dead-end; it doesn't get you anywhere." Then she tells him about the wet blanket which has been spread over her enthusiasm by her next-door neighbor.

The principal reflects upon this difficulty. He had watched the novel method with keen interest, but had not attempted to formulate a plan for extending it to other grades. Suddenly, he asks: "How would you like to keep your present class for several years? That would enable you to carry the children to a point where they might be able to hold their own without much encouragement." The teacher is not quite sure. "I think I should like that," she answers. "It would be fascinating to watch the growth of the youngsters from year to year." After a pause she adds: "But that wouldn't be a complete solution, would it? After all, I should be influencing only one group of children. What about the others?"

"It is a big problem," the principal replies. "We can hardly expect to solve it all at once. I think the most hopeful plan will be for you to work out your method as an experiment and demonstration. I am hopeful that the other teachers will gradually become interested in it and, in time, we shall have the whole school working as a unit."

At the next teachers' meeting, the principal gives a little talk. "I have been impressed recently," he says, "with the importance of better teamwork in our job of educating

children. In our school, as in most schools, we have thought of the institution as an aggregation of more or less independent grades. As children pass through them they are subjected to different, sometimes sharply contrasted, personalities, methods, and ideals. If we think of our work chiefly as imparting subject matter and training in processes like reading and writing, this view of the school is natural enough. All we have to do is to adopt a course of study, with appropriate material for each grade, and have it taught in the way that each teacher can use best. But if we think of education as guiding the development of individual children, if we concern ourselves chiefly with character, then the personality and ideals of the teacher count for more than subject matter. We must have common ideals and work together as a team, making the development of ideals, social qualities, and habits of work a continuous growth.

We need to be more interested in each other's work. Each teacher ought to know what is going on in the grade below her own and to follow with interest the progress of pupils after they have passed through her hands. Teachers often hesitate to visit other classrooms. They fear that they will not be welcome, that their motives will be misunderstood. If there is any such feeling in this school, we must try to overcome it. Let us take the education of all our boys and girls as a problem which concerns us all. Let us encourage each other and help each other by suggestion and constructive criticism.

Now we are about to undertake an experiment which will help us, I think, to work out practical methods of cultivating the character elements in our pupils. It will give us a good opportunity to put into practice the team-

work idea which I have been emphasizing. You all know about the scheme which Miss A. tried last year. It was quite different from the usual plan of school work and some of us doubted its success. No wonderful results were attained. Miss A. would admit, I am sure, that there were many shortcomings. But it was an earnest effort for the welfare of the children and the results were promising enough to warrant a thorough test. Therefore I have asked Miss A. to keep her present group of pupils long enough to see what can be accomplished by consistent efforts to develop ability to think, to act, and to work together, in distinction from ability to recite. The experiment can, if it should seem desirable, last several years.

Now for the teamwork. If we stand off and criticize adversely, or merely show indifference, the experiment will not have the best chance of success and the school will get little benefit. We are not assuming that it will be a success even under the most favorable conditions, but we should like to get a clear answer to the question whether the method is capable of producing the results aimed at, and if it should be successful, we should like to make it available for all teachers who desire to use it. Miss A. will keep us informed of the progress of the experiment and we shall frequently discuss in teachers' meeting the difficulties that arise. I will arrange to relieve occasionally any teacher who desires to visit Miss A.'s class. She will be glad of your criticism and your help."

Some of the teachers respond to the principal's advice and soon become keenly interested. At the beginning of the next term, two or three begin to work on the new plan

in their own classes. Gradually the work throughout the school feels the influence of the new scheme. The teacher who boasted of "taking the nonsense out of Miss A.'s former class" sticks to her guns for some time, but the growing interest throughout the school has its effect and by the end of the second year she takes pride in telling people outside the school about "our plan" and about the "wonderful spirit of coöperation in our school."

PROBLEM 201. — The superintendent commends publicly a piece of work which he has seen in one class, and asks the teacher to give a demonstration. Some of the teachers take no part in the conference which follows the demonstration but are very critical in conversation afterward. Some of them feel that their own work is at least as good as the example shown but is not appreciated. Others think that the method demonstrated requires a great deal of thought and study by the teacher and, if encouraged, will mean increased demands upon everybody. They think that teachers ought to oppose such ideal schemes and use their influence to keep things "practical." The teacher who gave the demonstration asks the superintendent not to ask her to do such a thing again, because the intimation that her work is better than that of others will affect her relations with other teachers.

The superintendent sends for the teacher and tries to persuade her to withdraw her request. "Such demonstrations as yours," he says, "are more valuable than anything else that I know of for improving methods of teaching." "Please don't urge me," she pleads. "This one experience has affected the cordiality of my associates. I don't want to be regarded as a stuck-up outsider. I prefer to be one of the crowd. I will do my best in my own room but I don't want any prominence." "But don't you see," he argues, "that the benefit will be limited to your own class, when your work might have an influence on hundreds

of children?" "What influence can it have," she retorts, "if the other teachers are prejudiced against it? They might even be deterred from using a good method if it came to be spoken of as my method." "I think you are exaggerating the narrow attitude of a few teachers," he protests. "Several teachers have told me how much they enjoyed your lesson. The total effect was good, I am sure, in spite of the unpleasant atmosphere which you have noticed. You must not take that too much to heart. 'A prophet is not without honor except in his own country' — but what a pity it would be if all the prophets should hide their light under the proverbial bushel!"

"Don't call me a prophet!" she exclaims in mock horror. "Let me blush unseen!" "And *waste* — Are you willing to finish the quotation?" He continues earnestly: "Miss D., you are too conscious of yourself in this matter. The education of these children is altogether more important than your feelings. Try to subordinate these personal relations and remember that we are engaged in a great, all-important enterprise. Don't hold back. Let us have the best that you can give, even though the heathen rage."

Miss D. has no more excuses to offer but her feelings are too much affected to permit any enthusiasm for more performances in the limelight. She consents reluctantly to accept a summons for duty when the superintendent thinks it necessary but she hopes that he will be considerate.

A few weeks later, the whole staff is called together to listen to an address on "The Work of the Physician" by one of the leading local members of the profession. In the course of his remarks he speaks of the Medical Association to which most of the physicians of the locality belong.

At each of the monthly meetings, one member reports on some investigation in which he is engaged. He speaks also of the value to physicians of clinics at which they can observe the work of those who have developed a new method or acquired special skill in treating various physical ailments. He says that this practice of making available to the whole profession the progress made by individuals is doing wonders in improving medical and surgical practice and in developing a professional *esprit-de-corps*. He refers with humorous contempt to the few self-centered individuals who, in a spirit of jealousy, disparage the work of those who have acquired prominence or decline to make their own discoveries known to their fellows. "I suppose you teachers follow a similar plan," he remarks. "If not, I commend it to you."

The address makes a very strong impression. Teachers wait after the meeting to talk with the speaker or to discuss the lecture in animated groups. The need of something corresponding to the Medical Association is emphatically declared by several and generally accepted. The physician's joke about the dog-in-the-manger with an M.D. degree is repeated with gusto and it is intimated that some of the breed have been to normal school. Informal conferences follow and then another general meeting is held at which plans are laid for a thorough exchange of experiences among teachers working in the same field, reports of experiments, and educational clinics at which members of the staff are to demonstrate promising methods. The phrase used by one of the teachers during the discussion is adopted as the motto of the new association: "Pooling our efforts and stimulating each other."

PROBLEM 202.

A young teacher meets with many difficulties and realizes that she is not doing well. She is timid about asking help of other teachers, because they seem to be disgusted with the evidence of disorder in her class. She overhears one teacher remark that if a change is not made soon, the class will be ruined.

This remark takes the heart out of the young teacher. She has been struggling to get control of the situation, has worked hard on her lesson plans, and tried to gain the co-operation of some especially troublesome pupils by talking to them after school. Her weakness has been lack of judgment due to lack of experience. She has been unable to act with decision in emergencies because she has not been sure what she ought to do. She has made mistakes and sought to correct them by going to the other extreme, thus creating resentment and lack of respect on the part of the pupils. She has worried until she is half sick and has got into such a state that she cannot sleep. Under other circumstances the suggestion of failure might have put her on her mettle, but in her present condition it prostrates her.

She is quite unable to face her class the next day and spends the day in bed. At the close of school on the day of her return, the principal calls her into the office and tells her kindly enough that he is very sorry to be obliged to suggest such a thing but the welfare of the children demands that the demoralization of the class be corrected promptly. He is willing to allow her another week's trial, but unless there is distinct improvement by the end of that time, he will be obliged to put another teacher in her place.

The girl leaves the office in a daze. The humiliation of loss of position, defeat of her ambition, and realization of

the disappointment of her parents combine to form a blow which renders her numb. As she starts back to her room, one of the older teachers notices her drawn face and unseeing eyes, and follows her. Once in the room, she puts her hand on the girl's shoulder and says: "Don't worry, sister. The beginning is the hard part. It will get easier soon." This sign of sympathy destroys the last bit of self-control and the girl drops into a chair shaking with sobs.

After a time the older teacher succeeds in getting most of the story. "But why didn't you let us know you were having trouble?" she asks. "Why didn't you let us help you?"

"You all seemed to know just how to do everything," is the reply. "You — not you personally; I thought of everybody just as 'the other teachers' — seemed to expect everything to go as you knew it ought to go and to be disgusted when I did what seemed to you absurd things. You thought I was stupid, I suppose. I'm beginning to think so too."

"Nonsense!" says the other teacher. "Most of us have been through experiences like yours, only with some of us it was so long ago that we have forgotten. We are the persons who have been stupid. We expect a beginner to get by inspiration what we have learned by years of experience; or at least we judge the beginner by our present standards without giving adequate help and encouragement. You must forgive us for seeming heartless. We are not so in reality. We are just thoughtless. Now don't worry about that week's trial. Just make up your mind that you are going to win. Remember that thousands of teachers have had a hard time with discipline at first. Why, one of our very

best teachers was given notice, after she had taught a month or so, that she would have to leave at the end of the second month. She appealed for a longer trial and made good. If she had given up, a splendid teacher would have been lost. We shall rely on you to master the situation and we'll help you."

The young teacher naturally takes new courage. She redoubles her efforts when she finds that the other teachers count her as one of their number and are interested in her success. She no longer hesitates to report her difficulties and ask for advice. The teachers, on their part, having been acquainted with the state of the case, take the new recruit under their protection and vie with each other in showing little acts of friendliness, and in coaching her in the tricks of the trade. At the end of the week, the principal congratulates her with evident pleasure, saying: "If you continue to make as much progress as you have done this week, you will have a hard time to get away."

The older teacher, who took part in the crisis, discussing the case with others, declares emphatically: "We've got to take an interest in each other's success and back each other up."

PROBLEM **203.** — The teachers of a high school are rather contemptuous of the elementary school teachers. As college graduates, they have little respect for normal schools. They say that the deficiencies of the pupils who enter high school show that there has been no thoroughness in their preparation. On the other hand, the elementary school teachers consider the high school group snobbish, absorbed in subject matter, and ignorant of teaching methods. An eighth-grade teacher, who is very much interested in her pupils and is troubled by the failure of many of them in high school, undertakes to improve the situation.

The teacher begins by visiting the high school. She spends most of the day in the classes in which the least able of her last year's pupils recite, but she takes pains to observe the school as a whole. She attends the assembly exercises, visits the gymnasium and library, and takes lunch with some of her former pupils in the school lunch room. At the close of school she talks with several teachers about the work of pupils in whom she is especially interested, and spends a few minutes at a meeting of one of the student organizations.

Her visit corrects some of her previous impressions of the high school. She finds an orderly institution with students who, on the whole, are attractive, lively, and apparently happy in their school life. She is impressed with the knowledge displayed by some of the teachers and with the personalities of others. She gets new light on the difficulties of the type of pupil who, by help and sympathetic guidance, has been enabled to complete the elementary school and induced to enter high school. She observes such pupils closely during recitation periods. As a rule, they never volunteer to recite and, when called upon, make a miserable showing. She finds it very hard to keep from interrupting to ask a question or make an explanation which would enable a pupil to appear to better advantage. It is plain that teacher and students consider him hopelessly stupid. The plane of instruction is over his head and the teacher's method of dealing with him is calculated to discourage rather than to stimulate him. It is not that the teacher is harsh or intentionally unsympathetic. He is apparently popular with most of the students and gets good response from many of them, but it is evident that he

does not understand these slow-minded pupils or recognize his responsibility for studying their peculiar needs. At lunch one girl declares, in answer to the teacher's question, that she hates high school and is looking for a job. "Under present conditions," our teacher thinks, "that is the best thing that she can do."

During her brief conversations with the teachers, the visitor expresses her interest in what she has seen, tells some of her own experiences with individual pupils, and tries to hint gently the need of special treatment in some cases. She finds that there is no common ground for interpreting the problem. The high school teachers are apparently just as devoted to the cause of education as she is, but their dominant ideas do not accord with her own. One teacher says: "You elementary school people don't have to meet the test of college entrance examinations." Another says: "Children are coddled too much in the elementary school and when they come to us, they can't stand on their own feet. There is nothing like the sink-or-swim method of developing character." Our teacher tries to be fair. She thinks that she herself may have erred at times in anticipating difficulties and preventing failure of pupils, instead of putting the responsibility upon them. "However," she says to herself as she leaves the building, "the sink-or-swim method seems rather costly — for those who sink. We've simply got to get together and agree on what we are trying to do."

The teacher next takes her problem to the superintendent. He is appreciative of her interest but tells her that she has tackled a very hard problem. He is much interested in her first step and undertakes to arrange an exchange of

visits for all teachers of the eighth grade and the first year of high school. The visits are made and, on the whole, are valuable. Teachers gain clearer ideas of the working conditions in the other school and learn to appreciate each other's work somewhat better, but the ideals of the two groups of teachers remain far apart. No appreciable change in methods of teaching is made in either department. Hardly one of the teachers is sufficiently impressed with the necessity of mutual understanding to follow up his visit on his own initiative.

Another talk with the superintendent results in a more thoroughgoing trial of the method of visitation. At the beginning of a term one of the eighth-grade teachers is transferred temporarily to the high school and a high school teacher takes an eighth-grade class. This arrangement is brought about with some difficulty as the high school teacher fears that, when it is known that he is teaching in the elementary school, his professional reputation will be injured, and the eighth-grade teacher suspects that she will be regarded as an outsider. The high school teacher "flunks" half the eighth graders and stirs up a good deal of resentment among the parents. The eighth-grade teacher is critical of the high school administration and makes herself *persona non grata*. Both visitors return to their own departments without having influenced the other school or changed their own ideas.

Our teacher then asks that she herself be permitted to work with high school freshmen for a term or two and suggests that, if possible, a teacher be found to exchange with her who is really interested in the experiment. After several conferences and a good deal of persuasive effort

by the superintendent, the high school principal consents to loan one of his strongest teachers, a woman who knows the high school thoroughly and is devoted to the welfare of the students.

The two teachers discuss the problem fully and make plans for a test which shall settle some of the questions. In order to coöperate most effectively they decide to room together. They become intensely interested in the problem itself, sharing experiences and exchanging advice. A very warm friendship grows up. The high school teacher soon learns to appreciate the other's knowledge of children and keen sympathy with the needs of individuals. The elementary teacher admires her friend's keen mind, knowledge of books, and ability to express her ideas.

There are many arguments which help to clarify the ideas of both. The high school teacher comes to accept the other's point of view in regard to the responsibility of the schools for helping every child to make the most of himself whatever his ability. She frequently gives illustrations of her own experiences in which she has acted in accordance with what she now considers a mistaken point of view. Once she has adopted the broader conception of education, her ability to think constructively enables her to show how high school methods can be changed without detracting from the really valuable work which the school has been doing. The other teacher absorbs much from her abler chum. She reads books which she would never have heard mentioned among her former associates. She attends a course in literature and makes plans for taking regular college work. She sees that she has not been able heretofore to furnish an example to the abler pupils or to give

them ideas which would stimulate them to their best efforts.

The high school teacher had never before thought very much about methods of teaching. She had joked about "pedaguese" and scorned psychology, but the discussions with her roommate about the lessons which she is planning to teach the eighth grade or the difficulties encountered in making children understand work which seems perfectly simple to her, convince her presently that she needs some real training in the science and art of teaching. She too decides to study, and begins with summer courses in educational psychology and methods of teaching English.

Both teachers influence the schools in which they are working temporarily. They make a business of understanding the institutions and are careful to coöperate in the established procedure. They show an unassuming friendliness and interest in the activities of the other teachers. After a time both win places in the confidence of their new associates and their views tactfully expressed are received with respect. Each is naturally looked upon as a representative of the other school, and by her conduct secures appreciation of the whole group with whom she is associated in the minds of her fellow workers.

When the teachers return to their regular posts at the beginning of the next year, they set to work actively to make effective the ideas which they have gained through their joint study of the problem. They have long been recognized as leaders, and their advice and example are readily followed. Elementary teachers begin to read and study, and high school teachers to interest themselves in professional problems, apart from subject matter. The

description by the two chums of the pleasure and profit which they have gained from their intimate association inspires others to do likewise. A few express a desire to exchange positions for a year. Interest in the other departments of the school system increases. Social affairs which were formerly given separately or, when open to all teachers, given by the teachers of one school as hosts, are placed in the hands of committees made up of representatives of several schools. The experience of working together in planning and carrying out entertainments and other social activities contributes to mutual appreciation and develops some warm friendships. The eighth-grade teacher, in exchanging congratulations with the superintendent, says: "We are getting to be like one big family."

Principles in Regard to Relationship with Other Teachers

1. Teachers should regard themselves as members of a team, engaged in a common enterprise. For the success of the team, each member must sacrifice personal opinions and convenience in the interest of the common purpose.

2. Mutual confidence and encouragement of one another are essential to a strong team spirit. Jealousy and distrust cut down efficiency just as friction does in an engine.

3. Each teacher ought to be interested in the work of the whole system. Where one works without reference to others, we have an aggregation of more or less conflicting efforts, not a team.

4. Straightforwardness and frankness prevent misunderstandings.

5. Fairmindedness and willingness to listen to a sincere expression of opinion which is opposed to one's own convictions are needed for real coöperation. Partisanship or factional controversies kill the spirit of unity.

6. A teacher who is devoted to the welfare of the schools will scrupulously avoid all participation in gossip.

7. Friendly rivalry is stimulating but rivalry which leads to partisanship is degrading.

8. Criticism based upon a sense of responsibility for improving the work of the schools is a duty. Fault finding which leads to no improvement is destructive.

Problems for the Reader to Solve

Problem 204. — Miss A. has established a very friendly relationship with a class. The next year they come to see her frequently, say that they hate Miss B., the new teacher, and wish they were back in the old class. Miss B. is hurt, dislikes the children, and cherishes a growing grudge against Miss A., whom she considers responsible.

Problem 205. — A plan for increasing the length of the school year is proposed. Most of the teachers in a school are strongly opposed to it. A few of the teachers are convinced that it would be to the advantage of the children, but take no part in the discussion at the teachers' meeting, because the sentiment is so strong that they would be very unpopular if they should give support to the obnoxious plan.

Problem 206. — A rumor of misconduct on the part of a teacher gains circulation. There is no definite evidence but the rumor is accepted by many as truth and the supposed offender is ostracized.

Problem 207. — A teacher remarks that no money would tempt her to teach in one of the other schools of the system. The remark is repeated and leads to a lack of cordiality between the teachers of the two schools.

Problem 208. — A teacher who has always taught in her own home town takes a position a long distance away. She does not make friends easily and becomes very homesick.

Problem 209. — In order to promote acquaintance among the teachers, the Teachers' Association arranges some social

affairs. Some teachers do not attend. One says in explanation that these affairs are stupid. He sees teachers every day. He prefers to get social relaxation in other ways.

PROBLEM 210. — A teacher learns that the salary of another has been raised. She thinks of many reasons, perfectly convincing to her, why she herself is more entitled to an increase than the one who has received it. She discusses the alleged injustice with other teachers and intimates that the superintendent has been insincere in remarks about salary matters which she recalls somewhat dimly at first but more and more positively as she repeats the tale. It is suggested that the personal likes and dislikes of the principal may be responsible, and this idea presently comes to be regarded as fact. The agitation does not result in any additional salary changes but causes an unpleasant atmosphere in the schools and wins for our teacher the reputation of being a trouble maker.

PROBLEM 211. — A series of tests is given in all the schools of a city system. When the results are published, it is found that one of the schools stands highest in nearly all the tests. The teachers in one of the other schools are much disappointed. Their attention centers upon the peculiar advantages enjoyed by the first school. They cannot tolerate the idea that the superior results are due to better teaching. One suggests that a lax interpretation of the rule for giving the tests might account for the apparent superiority. The superintendent asks teachers to send him their views of the value of the competition and to state how the greatest possible benefit can be gained from it.

PROBLEM 212. — Two teachers go to the principal and complain that the lax disciplinary standards of another teacher are causing trouble. They say that he takes no responsibility for correcting cases of misbehavior in the corridors, and that he allows so much freedom in his own classes that the pupils are difficult to control when they go to other rooms. The principal replies that he assumes their motive for speaking of the matter to be solely to improve the school, and asks what they have done to overcome the difficulty. They are somewhat taken aback as they had done nothing but to complain and gossip about the situation and had expected him to deal with it. He asks them to think

the matter over and decide upon the best way of solving the problem.

PROBLEM 213. — A teacher, who desires to understand better the pupils who come to her at the beginning of the year, visits the next lower grade. The teacher of this class is much annoyed. She thinks the other ought to attend to her own affairs and not come spying on her neighbors. The coolness of the atmosphere puzzles the visitor.

CHAPTER XIV

PROBLEMS OF RELATIONSHIP WITH PARENTS

Coöperation with Parents; Face-to-Face Method, the Child Labor Problem; Educating Parents

Problem 214.

Dear Mrs. Brown:

I am sorry to say that Fred is not doing well in school. Unless he improves, he cannot be promoted. I will assign some review work for him to do at home every day. If he does this faithfully, I think he can catch up with the class. Will you see that he does this regularly?

Yours sincerely,
Helen Johnson

Dear Madam:

If Fred is not doing well in school, you had better see that he does. That is what you are paid for. I shall certainly not allow him to do any school work at home. The school day is much too long now. And *he will be promoted.* Don't forget that.

Mrs. J. H. Brown

Miss Johnson shows the parent's letter to several of her friends. An impromptu indignation meeting is held forthwith, at which impassioned speeches are delivered on the outrage of insults to which teachers are subjected when they go out of their way to help indifferent pupils. Mrs. Brown's domineering attitude especially arouses the ire of the participants. One says: "She'll try to bulldoze the principal into promoting the boy if you try to hold him

back. Such a woman will stop at nothing to have her own way. If I were you I'd fight this thing to the last ditch and resign if I were overruled."

Miss Johnson's impulse is to stand on her dignity. When someone asks if she intends to reply to the note, she replies: "Certainly *not*. I wouldn't demean myself by paying the slightest attention to it." To herself she exclaims: "Catch me bothering any more with that Fred Brown! He can go on loafing for all I care, but he won't be promoted if I know myself."

As it happens, the note is received on Friday, and there is no immediate opportunity to play My Lady Haughty toward the boy. On Sunday the text is: "Blessed are ye when men shall revile you and persecute you and say all manner of evil against you falsely for My sake." The preacher speaks of the hardships which missionaries have undergone, of the persecution of leaders in science whose discoveries have proved to be of immense value to humanity, and dwells upon the unfair criticism and even vilification to which public men are subjected. "The great work of the world," he declares, "is done by people who refuse to be diverted from their purpose by hardship or misunderstanding or unfair treatment. Every one of us could accomplish far more if we would follow our ideals, holding to our purposes in the midst of obstacles and maintaining our self-control in the face of misunderstanding, lack of appreciation, and fault finding. The person who is sincerely devoted to a cause is not tender of his personal feelings or comfort. He does not waste time in trying to get even with opponents but deals with them in the way which will best further his purpose."

The teacher feels as though the minister were preaching at her but she does not hear much more of the sermon because her mind is busy with Mrs. Brown and her hopeful son. By the time the benediction is pronounced, she has formulated this note:

Dear Mrs. Brown:

I am afraid that I did not make myself clear. I had no intention of disclaiming responsibility for Fred's progress. I have really tried very hard to get him to do his best and I shall continue to do so, but I have not yet discovered how to make him work. I have no doubt that your influence over him is stronger than mine and with your coöperation I can certainly succeed better. The after-school work is merely a suggestion — the best thing that I could think of. If you think it will do him any harm, you are, of course, wise in not using it. A weak body would be too high a price to pay for promotion. I shall keep you informed of Fred's work, but please understand that my purpose is not to find fault but to do all I can to insure his success.

Yours sincerely,
Helen Johnson

When this letter is written, the teacher reads it over and says to herself: "She'll think I'm scared and am trying to mollify her. Never mind, if I succeed in my purpose."

On Monday she tries a new plan with the boy. She does not prod but tries her best to interest him and arouse his ambition. On giving him a bit of praise at the first opportunity, she whispers: "Let's see if we can't surprise your mother. I had to send her a discouraging letter last week. I want to send her a good one next Friday." At the close of school, Master Fred starts with a book under his arm. The teacher calls him aside and says: "I don't think your mother likes to have you take books home. She

thinks you will injure your health if you study outside of school." "I'm no baby," he retorts, "I can study as well as anybody else."

The next day he brings in some of the exercises which the teacher planned for him the previous week. "Good!" she exclaims, "but does your mother know that you did these?" "Sure!" he replies, "and she wants you to let her know whether they are right."

PROBLEM 215. — A teacher "loses his head" and slaps a boy's face. The law forbids corporal punishment and the parent threatens to bring suit against the teacher.

The superintendent sends for the teacher and asks for an explanation. The teacher admits that he struck the boy but excuses himself on the ground that the pupil was unbearably insolent. He is sure that the youngster was not hurt. All the talk about a terrible headache and shattered nerves is nonsense. The boy is a bully and has been in the habit of pummeling smaller boys. He ought to have had a real thrashing. His whining about a little slap shows his yellow streak. If he gets any support it will ruin the discipline of the school. The parent's attitude is merely vindictive. He thrashes the boy himself unmercifully, but he is the kind who has a perpetual grouch and is always looking for trouble.

"That may all be true," says the superintendent, "but what are you going to do about it?" "Nothing," the teacher replies. "If you and the school board stand behind me, the matter will blow over, and it will have a good effect on the school." "That might be true," rejoins the superintendent, "if it were not for two things: the resent-

ment of the boy and his father, and the influence of unthinking public opinion. Your method would make it very difficult to get any coöperation henceforth from either pupil or parent. Even if the matter should go no farther, you would have two enemies."

"I'm not afraid of their enmity," the teacher interrupts. "The boy is a bad egg and the father is an intolerant bully. I have no desire for their friendship."

"What are you trying to do?" asks the superintendent. The teacher does not understand the import of the question and the superintendent goes on: "We are aiming to develop citizens, are we not? Will it aid in the solution of our problem to have two sullen or actively hostile opponents of the schools? It seems to me that, as far as these two are concerned, the effect will be deterioration of citizenship rather than improvement.

I said a moment ago that, if the matter should go no farther, you would have two enemies, but it will go farther unless we do something promptly to stop it. The case is already being talked about and naturally the facts will become more and more distorted as the story is repeated. I have had several inquiries by telephone and a reporter called this morning for a 'story.' I asked him to delay his report until I had had opportunity to investigate the case but, unless we give him a statement very soon, he will be sure to use the materials for a sensational story which are flying about and will soon have the whole town excited. You can imagine what a bad effect that will have upon the schools."

"Well, what do you think I ought to do?" the teacher asks. "Let us think it out," says the superintendent.

"We want, if possible, to calm down the parent and change the boy's attitude and we want to maintain the confidence of the people in the schools. The thing which feeds excitement in the individual and in the mob is an issue, a combat. If we can destroy the issue, the feeling will subside. You probably know of cases in a political campaign in which the enemy's guns have been silenced by removing their target. Now what are the attacks aimed at?" "At my striking the boy." "Exactly! and the trouble is that they have an unanswerable argument. The law forbids the use of corporal punishment. You cannot successfully defend an infraction of the law, especially when it can be made to appear as abuse of a child, which arouses public anger more quickly than almost anything else. Since you cannot defend your position, suppose you abandon it. Why not admit frankly that you were wrong in using force and regret that you did so on the impulse of the moment? That would remove the issue and probably cause a revulsion of feeling. Then you can get some calm consideration of the other factors in the case."

"All right," says the teacher, "I'll ask the father to come and talk it over." "No, I wouldn't do that," the superintendent advises. "In his present mood, he would say, 'Let him come to me if he wants to.' If I were in your place, I would spike that gun by going straight to him."

"He'll think I am afraid, of course, and am trying to save my skin." "Very likely, although that will depend upon the way in which you conduct yourself. At any rate, if you are not afraid, if you are doing what you believe to be right, you need not be greatly concerned about what he thinks of you."

"I'll go to see him this evening," the teacher agrees. "Better go now. You will find him at his place of business. Don't let the fire get any hotter."

The teacher finds the parent in his little store and asks for a few words in private. The man says brusquely: "I don't care to talk to you. My lawyer is attending to the case." The teacher maintains his poise, and says: "I won't take but a minute of your time. I made a mistake and I would rather straighten it out with you." This surprises the parent and he allows himself to listen. The teacher explains that he acted in sudden anger, that he is aware that the law forbids the use of force and that even if it were not so, he should not, as a teacher, have given way to temper.

The man's first impulse is to make some sneering remark about backing down, but the teacher doesn't act like a coward who is trying to crawl out of a hole. He makes no excuses — merely a straightforward statement. This takes the fight out of the father's manner, and as the teacher starts to go, he asks: "What did the little devil do?" A friendly talk follows during which the parent offers to "lick the boy in good shape" whenever the teacher has cause for complaint.

The latter thinks to himself that, if he takes advantage of this invitation, the punishment will probably be overdone. He resolves to learn how to deal with the boy himself.

The father remarks that he "blew off a good deal of steam" earlier in the morning to a newspaper chap and volunteers to head off publication of the story. The evening paper contains the following paragraph:

"SUIT SETTLED OUT OF COURT

It was reported recently that a teacher in our local schools would be the defendant in a lawsuit on the charge of assaulting a boy. Our representative has interviewed the parent and learned that the report was exaggerated and that the matter has been amicably adjusted between the two parties."

PROBLEM 216. — A parent insists on taking his fourteen-year-old daughter out of school. The teacher tries to convince him that he is injuring the child and is acting in opposition to the public welfare, but the parent declares that she will be married soon and this is his only chance to get back part of what she has cost him.

The teacher is shocked by the father's apparent indifference to the child's welfare. That a man would frankly declare that he is intent on getting back the money which he has invested in the raising of his daughter seems incredible. It is as if he were raising pigs. She thinks he is a villain.

She goes to the superintendent to urge him not to grant working papers for the girl. "I wish I could avoid it," he says. "Unfortunately the law gives me no power to withhold the papers since she is fourteen and has completed the fifth grade. The law ought to be changed but that will be hard to accomplish. There are very strong influences which have been able so far to prevent all attempts to raise the limit of compulsory education."

"Well, can't you induce the parent to allow the child to remain in school?" the teacher asks. "I will try, of course," he replies, "but I have very little hope of success. I have wasted endless time in scores of just such cases. In hardly one of them have I succeeded in making any impression. There is a large group of people, chiefly foreigners, who have always been used to the practice of putting children to

work early and taking all their earnings. The girls marry very young and neither they nor their parents have any appreciation of the value of education."

The teacher then talks to the girl, trying to show her that she is throwing away a chance to make the most of herself, and that when it is too late she will realize the mistake. The girl does not oppose these arguments but insists that the family needs her help and that her father will not allow her to stay in school. The teacher approves her desire to help but declares that she will be able to contribute much more to the family income after she has had more education. This seems to make no impression and the teacher soon realizes that the girl herself is determined to leave. It seems useless to continue the struggle. The teacher acknowledges defeat, the papers are granted, and the girl goes to work in a mill.

A few months later, the teacher reads an article on "Children in Industry." The writer gives statistics showing that a large percentage of children leave school before they have finished the elementary school course. He gives the facts in regard to employment, showing that many of these children drift from one employment to another and are often out of work. He says that only a very small fraction of boys and girls under eighteen are employed in positions which afford any educational development. "The worst of it is," he says, "that these future citizens are deprived of all training tending to fit them for success in a vocation or for intelligent performance of civic duties. They leave school before they are mature enough to appreciate political and social problems, and the result is that ideas which are needed for breadth of view and ideals which are fundamental

in a right attitude toward the public welfare can be imparted to only a relatively small part of the rising generation." The article ends with these words: "Here is a menace to our boasted democracy. If disaster is to be averted, it behooves our educators to see to it that the public schools reach all of our future citizens."

The teacher finds herself in full sympathy with the author. "When will people wake up?" she asks impatiently. Then a remark occurs to her which she heard in a recent address on civic responsibility. "Our motto," said the speaker, "seems to be 'Let George do it.' We inveigh against the defects in our body politic and our social order. We say: 'That ought to be changed' and 'Somebody ought to get busy,' but we ourselves are too fully occupied with our personal affairs to take hold of our own end of the problem."

"Is there anything which a teacher can do?" she asks herself. Her experience with the Italian girl comes to mind. "I certainly tried my best," she says to herself. "I didn't call for George that time." Then she remembers another of the lecturer's points, "We can't expect to solve these problems at an afternoon tea. To get anywhere, we must study them and keep working on them — for years if necessary." The teacher reflects upon the superintendent's description of his wasted efforts. At first she accepts this as evidence of the futility of any work which she might do, but presently it occurs to her, in connection with the lecturer's contention that such a problem must be studied and persistently attacked, that after all each separate case has not received very thorough consideration. The efforts have been limited to a few attempts to persuade

parents and children. "If the problem is so vital to the welfare of the country," she thinks, "a way must be found to solve it. Perhaps I can make a thorough study of a single case. That might show the real causes of the difficulty even if it does not discover the remedy."

She writes a letter to her former pupil, expressing a desire to know how she is getting along, and inviting the girl to call at her home. She finds that there are already signs of deterioration. The girl has coarsened. Her language is crude and her dress shows a cheap imitation of the extreme in style. Nothing uplifting seems to have come into her life since she left school. Asked what she does for fun, the girl says she doesn't have much, as her father will not allow her to go out evenings unless he goes with her. The teacher modifies her estimate of his villainy. He evidently has some concern for his daughter's welfare. A good many parents of American ancestry might well copy this type of control.

By a little artful fishing, she secures an invitation to visit the girl's home. She finds a family of ten: father, mother, grandmother, and seven children, closely packed in a little house. She thinks it is no wonder that the girl's help is needed to support so many, but she learns that they own the home and are rapidly paying off the mortgage. In the rear of the house is a very well-kept garden; the children are well dressed; and at subsequent visits she discovers that they have plenty to eat, although the food is of a much cheaper kind than she herself is used to. She gets some ideas of economy and thrift and comes to respect these new friends. It is certainly not true that ambition is lacking, even if it does not include education of girls.

The father speaks very broken English and can understand only the simplest statements. The mother and grandmother do not understand a word and conversation is carried on through the children as interpreters. The teacher discovers that, not only in language but in customs and ideals, these people are thoroughly foreign. Her real discovery is that they are not the ignorant, obstinate, sordid people that she had pictured. They are wise in their own way and they have enthusiasms and ideals. The secret is that they are *different*. They do not fit into their American environment.

The teacher muses on the implications of this discovery. It is all wrong that these people should be looked upon with suspicion and contempt. They have much to contribute to the community, she feels, if people would only learn to understand them and bring them out. On the other hand, if they are to live in America, they must learn the things that America at its best stands for. Before they can fit into American life they must learn its language. She is rather appalled by the magnitude of the problem. She has seen enough to know that the differences which she has noticed are deep-seated, traditional. No superficial campaign of Americanism will produce anything more than a surface change.

But she has learned certain things through her contact with this one family. She has established a really friendly relationship. She feels that they have greater confidence in the school system and understand a little better what the schools are trying to do. The girl has responded to her friendliness and is beginning to take an interest in books and ideas which are uplifting. She becomes acquainted

with other Italian girls and meets them as a group occasionally.

These informal meetings lead to the formation of a club, and the teacher has the satisfaction of knowing that these few young people are developing toward a fine womanhood and are coming to accept some of the ideals which she likes to call American. The club, in order to raise some money, prepares an entertainment consisting of Italian music, folk dances, and folk tales. The teacher induces some of the prominent citizens to attend and smiles with satisfaction at their surprise and admiration.

She frequently reports her experiences to the superintendent and discusses the problem with him. The result is that her study of the problem is given a broader scope by an appointment, to which she is to give her full time, as educational director in the foreign colony. About this time the girl whose abandonment of school first started the teacher on a new career rushes into her little office with shining eyes. "Hurrah!" she cries, "My father says that Angelina (a younger sister) may go through high school."

PROBLEM **217.** — A mother makes it a practice to visit her daughter's class frequently and to make critical comments on what she observes. She is a college graduate and shows a rather lofty condescension in advising teachers in regard to proper methods of education. Most of the teachers who have been through the ordeal consider the woman a nuisance or a bugaboo, according to their temperaments. The teacher of the class to which the girl is about to be promoted tries to think out the best way of meeting the problem.

The teacher recalls the various attitudes of teachers who have had the child. One was combative. She used to tell of heated arguments in which she gave the woman "as

good as she sent," until the latter would go to the principal to complain. The teachers used to say that the principal always managed to have an important engagement which would take him away from the building whenever he learned that Mrs. W. was visiting school.

Another teacher used to be very cold and formal, listening impassively to the mother's vigorous denunciation of course of study or methods or class behavior. She never allowed herself to be drawn into a debate, but neither did she pay the slightest attention to the woman's views.

Still another resorted to bluff and frequently regaled her associates with dramatic reproductions of interviews in which she appeared to be greatly impressed by Mrs. W.'s superior knowledge and made an elaborate show of following her advice. In reality she stuck persistently to her own methods.

The child's present teacher, of rather timid personality, is really cowed by the stronger will. She tries to avoid irritating the visitor, even abandoning temporarily some items of classroom procedure, which in her heart she believes to be sound. She is punctiliously careful in her treatment of the girl and often permits her to work in a different way from that which she requires other children to use.

None of these methods satisfies our teacher. She says to herself: "We school people often complain of the indifference of parents. We urge their coöperation. Mrs. W. is certainly not indifferent. She is apparently willing to take rather more than her share of responsibility. If we are sincere in our desire for coöperation, we ought not to meet her with rebuff or try to render all her efforts futile. Of course, she must not be permitted to dominate the school,

but neither must I be cocksure in every case at issue. Coöperation does not consist in having the other fellow do as one wants. We must try to agree on what we are trying to do and learn to work together."

On the last day of school, when the teacher is trying to make every minute count, Mrs. W. sweeps majestically into her room. The teacher exclaims, "Bother!" under her breath, but she fights down the impulse to finish the task upon which she is engaged, and advances with a cordial smile and outstretched hand. "Good morning, Mrs. W.," she says heartily, "I'm so happy at the prospect of having Lucille in my class next year. I want to have a talk with you. Sit here for a moment while I put the children to work." She places a chair and immediately gives her attention to the class.

The woman was all ready, when she entered the room, to give the teacher some positive instruction about her daughter. Her manner is masterful and she never hesitates to interrupt a class and never lowers her tone of voice in addressing a teacher, but this young person has met the situation so promptly, with such self-confidence and at the same time so courteously that for once she is surprised into sitting down without a word.

After a few minutes, the teacher draws up a chair and says briskly: "This is such a terribly busy day that I can steal only a moment. If you will set a time I should be glad to call upon you or make an appointment here if you would prefer. I have heard so much about your interest in the school that I am looking forward to some real co-operation." The woman starts on her lecture but the teacher soon finds opportunity to say in a lower tone but

with no embarrassed effort to suggest that the conversation is disturbing: "I am so glad to have your advice. Now, when may I see you to go over the matter thoroughly?" Mrs. W. wants to continue, but she cannot very well refuse to meet the teacher's confident lead, so she names a time and is bowed out under the controlling influence of the other's smile.

At the subsequent interview, the teacher at first allows the parent to do most of the talking. She listens attentively, studying the speaker and trying to keep an open mind. Occasionally she interposes a question which leads the other woman to realize that she herself has not a perfectly secure basis for her opinions.

One complaint is that the children are not taught good manners. They are given entirely too much freedom. Lucille has been brought up with the greatest care but frequently she needs rebuke for being too forward in expressing her views, or for using vulgar expressions. If this continues the mother will feel obliged to send her to a private school.

The teacher agrees that children fall far short of her ideals in habits of courtesy and that the schools should take responsibility for training them. She points out, however, that they are often subjected to influences outside the school which affect both language and manners. Schools have tried for years to fix standards of conduct by rigid control during school hours, but the effort has been vain because, when relieved of supervision, the children have reverted to the easier paths. "Why even Lucille, who has had far more careful attention than we can hope to give in school to any one child, sometimes falls from grace."

"We are working now," the teacher continues, "on a different theory. We believe that habits which are developed under strict control are liable to fail in a different environment where control is absent. We are trying to lead the children to think, to form ideals, to take responsibility for their own conduct. We cannot expect to have a result which is outwardly so perfect as when conduct is directed by a forceful adult, but if we could look inside the child's mind, we might find that a more permanent change is going on. If a child really wants to be courteous, is there not a better chance of his resisting degrading influences than if he has merely been forced to be courteous for a part of the time? For my own part, I can forgive rudeness in a child when it is due to ignorance or lack of appreciation of the significance of his act. If he means well we can afford to be patient and take time to bring about an improvement."

This is a new idea to the mother. She does not accept it at once, but it lies in her mind and leads to a more sympathetic observation of the freedom which children are permitted in school and which she has criticized so severely.

Another complaint has to do with the teaching of spelling. "It is deplorable," Mrs. W. declares with an emphasis which admits no denial. "Children are no longer taught to spell. Lucille's spelling is atrocious. There is nothing which serves to distinguish the cultured person from the boor so quickly as his spelling. Mistakes in spelling should not be tolerated. Children should be drilled until they are letter perfect."

"I sympathize with your point of view," the teacher replies. "I confess that a mistake in spelling irritates me

more than an error in judgment or even a moral fault, but I wonder if that is not because spelling is so easy for me that I detect a mistake instantly. I have tried to school myself to be sympathetic with those — and they seem to be many — who find spelling very difficult. I wonder if it is possible for everybody to learn to spell perfectly without sacrificing something even more important."

"It used to be done," Mrs. W. declares. "In my day, spelling matches aroused as much excitement as an athletic contest does to-day." "We have spelling matches too," the teacher says pleasantly, "only we try to give all an equal chance. The old matches gave the most practice to the best spellers."

"Well, there is no doubt that spelling is getting to be a lost art," Mrs. W. declares with finality. At this the teacher says sweetly, "I wonder if you have heard of the Springfield Tests." Mrs. W. has never heard of them so the teacher explains how some examination papers, both questions and pupils' answers, were discovered in Springfield, Massachusetts, fifty years after they were written. "These tests," she goes on to say, "have been given in many schools and the results published. All the evidence seems to show that school boys and girls to-day do better in spelling, as well as in other subjects, than even older pupils did two generations earlier. May I send you a little book which gives an account of these tests? I am sure you would be interested."

There is further talk about books, children's dress, etc., and the interview comes to an end with a considerable degree of mutual friendliness and respect. The teacher promptly sends the booklet and, from time to time, refers

the parent to other books and articles. Mrs. W. comes to realize that people of ability have been studying education. She begins to be less sure of her own convictions and more and more interested in studying the problem.

After the new school year begins, she visits the class frequently and has many earnest talks with the teacher. She follows the progress of the work with attention and becomes interested in other children besides her own. The teacher finds her a real help, although she has to use diplomacy at times to prevent interruption of the class. The mother uses her influence to secure some desired equipment, and contributes pictures for the walls of the schoolroom and books for the class library. She takes the lead in securing the coöperation of other parents in regard to children's social activities and control of diet. Before the close of the term, she brings about the organization of a Home and School Association and is elected president.

One day after the new association has already demonstrated its usefulness, the teacher is chatting with the principal on the subject and expressing admiration of the energy which Mrs. W. has displayed in efforts for the benefit of the school. The principal says, with a smile: "Do you know, I used to think that that woman was a pest. Now I am almost ready to say that she is the best asset that this school possesses."

Principles in Regard to Relationship with Parents

1. The influence of parents over a child is often great. Their opportunities for affecting character are greater than those of the teacher, because theirs is a continuous influence and a more intimate one. At any rate, it must be taken into account, if

the teacher is sincere in his desire to bring about the best development of the child.

2. For the greatest effect, there should be mutual understanding between parent and teacher, a common purpose, and sympathetic coöperation.

3. The teacher ought not to take a personal view of his relationship with a parent. The important thing is to obtain the best results for the child. The teacher should study the parent, and aim to act so as to get the kind of response which will contribute most to the purpose in hand.

4. Antagonizing a parent defeats the teacher's main purpose. It may be a personal satisfaction to " get even " after unreasonable or unfair treatment, but in such a case the teacher's feelings are put before the welfare of the child.

5. The parent's viewpoint should be appreciated. It need not be accepted but it must not be ignored.

6. Cases of disagreement or misunderstanding should be settled, whenever possible, between the teacher and the parent — not through a third party: principal, superintendent, schoolboard member.

7. A teacher should strive to win the confidence of parents. The best way is to deserve it.

8. Teachers should welcome every sincere effort of parents to coöperate.

9. In order to accomplish his purpose, the teacher must take some responsibility for giving to parents sound ideas of education and for developing a willingness to coöperate.

Problems for the Reader to Solve

Problem 218.

Dear Miss Johnson:

Please excuse Helen's absence yesterday. She was out late the night before, so I let her sleep and she didn't feel like going to school in the afternoon. Please let her leave at three o'clock this afternoon so that she can rest a little before she goes to dancing school.

Yours very truly,
Antoinette Cilley (Mrs. A. J.)

PROBLEM **219.** — A teacher receives some attention from the parents of one of her pupils. She is entertained at their house and receives an expensive present at Christmas. Later in the year the mother intimates that the child ought to have the leading part in an assembly program given by the class. "She is so clever and she has set her heart upon it."

PROBLEM **220.** — The parents of a pupil who has failed of promotion are very angry. They say that they had received no intimation that their boy was not doing well.

PROBLEM **221.** — A parent goes to a member of the school board with a complaint against his son's teacher. He declares that the teacher publicly insulted the family. The teacher is at first at a loss to know where the parent got such an idea, but recalls that he rebuked the boy for sharpening a pencil on the floor and asked: "Does your mother permit you to do that at home?" It turns out that the boy reported the remark: "You haven't learned proper manners at home."

PROBLEM **222.** — A parent ridicules the method in use in the school for teaching penmanship. He tells his daughter not to make certain letters like the models furnished by the school.

PROBLEM **223.** — A parent "calls down" a teacher for presuming to seat her child beside a negro girl, and demands that the seat be changed forthwith. Every seat in the room is filled.

PROBLEM **224.** — A teacher is much dissatisfied with a boy in her class. He is frequently late, plays truant, and is inattentive in class. She writes notes to the parent without effect. She has never visited the home.

PROBLEM **225.** — A movement is started to form a Parent-Teacher Association. Teachers are asked to express their views on the question of its desirability.

PROBLEM **226.** — A boy is directed to remain after school for misbehavior. At dismissal time, he starts to go with the other pupils. The teacher orders him to his seat and he replies: "My mother told me to come straight home at the close of school."

" I don't care what your mother told you," the teacher retorts. " Do as I tell you ! " He takes his seat and maintains a sullen manner until he is dismissed a half hour later. The parent is very indignant and complains to the principal that she was unable to keep a very important engagement because the boy did not return as directed, to take care of the baby. She maintains a hostile attitude toward the teacher, and the boy resists all attempts to restore a friendly relationship. The teacher wonders whether she could have handled the case more effectively, and what she ought to do to meet the situation which has arisen.

Problem 227. — A high school teacher imposes a severe penalty upon a student for what he regards as direct disobedience. The student reports the matter at home, protesting that she did not hear the teacher's direction. The father is furious and demands that the teacher apologize to his daughter. The latter realizes that he may have been mistaken, but fears that if he recedes from his position, the girl will think that she has " put one over on him." Besides, the father's attitude is so combative that it would be humiliating to " back down."

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CHAPTER XV

PROBLEMS OF PROFESSIONAL GROWTH

Keeping out of the Ruts; Learning the Trade; the N. E. A.; Making Teaching Respectable

Problem 228. — A superintendent expresses the view that teachers ought not to teach the same grade continuously for many years. He thinks that this practice tends to narrow the teacher's interest and limit her knowledge of the whole process of education. A teacher who has taught the first grade for ten years is unwilling to change — says she is a first-grade teacher. The superintendent agrees to give careful consideration to her views but insists that she give convincing reasons why the change should not be made.

The teacher is not inclined to take very seriously the superintendent's request for reasons. She simply does not like to be drawn into an argument with him. To her it is not a question of logic at all. She is supported in this view by many other teachers. One of them says: "Things have come to a pretty pass if a teacher's preferences are not to be considered when she has taught as long as you have."

One of the ablest teachers in the school takes a different position. He says: "I think you ought to meet his challenge. Most of us hate the idea of making a change but we shall be putting ourselves in a bad light if we refuse to meet arguments on the other side and show that there is a sound basis for our feeling. I'll tell you a scheme. Just for the fun of it, I'll be Mr. P. and you try to convince me. I'll pick all the flaws that I can find in your argument.

It will be good practice and, between us, we can probably work out a brief which will floor him."

This suggestion promises good fun as the teacher who is to impersonate the superintendent is a clever mimic. The other teachers applaud the idea and a date is set for the debate. Both teachers make careful preparation and a large group of teachers assembles "to see the fight pulled off."

The pseudo Mr. P. is seated at a desk piled high with papers. He wears big horn-rimmed spectacles somewhat exaggerating a prominent feature of the real superintendent's appearance. The audience titters with delight as he peers over the top of his glasses and executes other characteristic mannerisms. A teacher, mimicking the superintendent's secretary, enters and announces that Miss F. has come to keep her appointment. "Ask her to come in," orders the superintendent. "Take a chair," he says as Miss F. appears, "I'll be ready in a moment," and he makes a show of completing the perusal and signing of some letters.

"Now," says Mr. P., "let's get to work. Have you changed your view?" "No," replies the teacher, "but I am prepared to defend my position." "Good," says the superintendent, "I am open to conviction. Go ahead."

The teacher presents her case as follows: "I have been teaching the first grade for ten years. I feel that I know the work thoroughly. I know the course of study and I have worked out methods which are effective with first graders. I have accumulated a lot of seat-work material which has cost me many hours of work. I do not think it would be fair to make me start all over again. It would be like making a man, who has achieved success in one line of business, abandon that and start another."

The counterfeit superintendent remarks: "Successful men often enlarge their enterprises. I know of men who have worked very hard to build up a business and, when they have had it running smoothly, have branched out into a bigger field, leaving the original department in other hands and giving their attention to the new one."

"That is not a parallel case at all," retorts Miss F. "It is his own business. He enlarges it to make money for himself. What should I get out of the change which you propose except a lot of extra work?"

"I think you would get a lot more," the superintendent answers. "The men that I know have apparently gained something besides money when they have enlarged their fields. Indeed they have not always found the extension profitable from a financial standpoint, but all of them, I think, have become bigger men. Even when they have been disappointed in the return, the added experience and the effort to master new problems have seemed to make them broader-minded and more self-reliant."

There is a pause at this point. Miss F. seems to be thinking about the superintendent's last point. She is not ready with a new argument. The superintendent goes on: "You say that my illustration is not a parallel case. Granted, but it has some points of similarity. The change will not bring you more money, at least there is no certainty of its doing so, but then, money is not your chief motive in teaching, is it?"

"Certainly not," snaps Miss F. "If it were, I should not be a teacher. I get my satisfaction in working for the welfare of my children."

"Very well," says the other, "if broadening your field

would contribute more to the welfare of children, are you not in a somewhat similar position to the business man who is considering an enlargement of his business?"

"It wouldn't contribute more," declares Miss F. "It would contribute less. I can certainly do better work in the first grade than anywhere else. Besides it isn't my enterprise as it is his. Even if he does not make more money, he has the satisfaction of working out his own plans. He takes pride in having a bigger field. I am just a teacher. I have no interest in the schools outside my own grade."

"If you take hold of kindergarten work or of second grade in the same spirit that the ambitious business man takes hold of a new enterprise, I am sure that you would contribute more. The work which you have done in first grade would not be lost to the school. It would help your successor just as the commercial leader's knowledge of a small business aids the subordinate who is put in charge of it. With your experience, you would, I believe, do even better work in another grade, because you would work on the new problems with a zest which you can hardly feel for work which you have done over and over. You say that it is not your enterprise. That is the great point; it ought to be. The education of the children of this town is a finer enterprise than any business man ever undertook. We ought to think of it, the whole thing, as our enterprise. Why should it be less attractive for all of us to join forces in such a magnificent undertaking than to work on some little thing that is our own property?"

Miss F. feels that she is not holding her own and, without fully realizing it, she is actually beginning to lose faith in her own convictions. She clutches at a last straw. "I

understand first-grade children," she says, "and I like to work with them. I don't care for older children nor for kindergarten babies."

"Isn't that an admission of weakness?" asks the acting superintendent. "We aren't educating children for a year. They are very appealing as six-year-olds but they can't stay that way. We have got to concern ourselves with their development into men and women. Isn't it rather absurd to enjoy them at one period of their growth and to shut our eyes to the rest of their careers? It seems to me that if we are to play an intelligent part in the whole process of development, we ought to understand as much as possible of it. Real knowledge of kindergarten and second-grade children is bound to help a first-grade teacher. I have no idea of removing you permanently from the field which you love. I should not wish you to lose all contact with the first grade, but I want you to broaden your field of experience, and I want the help of one who knows first graders in working out the best methods of dealing with them during the next year."

The debate started in a spirit of fun. The teacher who represents the superintendent began as an actor trying to be another person, but before the discussion comes to an end, he is speaking for himself. The audience has forgot to watch the proceedings as a play and is seriously attending to the thoughts which are sent back and forth.

"Well," says Mr. P., "what is the verdict?" "Oh! stop the play-acting," exclaims Miss F. "I'm going to give it a trial."

PROBLEM 229. — A high school teacher has specialized in college in the subject which he teaches and has taken graduate courses

in the same field. He is scornful of pedagogy, and thinks that the teacher's job is to teach his subject. He is annoyed by the large number of pupils who are stupid and lazy and know nothing about a lesson which he has just carefully explained.

The teacher gets into conversation with a colleague. He is working for a Ph. D. and speaks of the advanced courses which he is planning to take during the coming summer. The other is interested in the announcement of a course in vocational guidance. Each man shows polite interest in the other's plans but secretly thinks it a mistaken ambition. Our teacher says: "This high school work is terrible drudgery. It is useless to try to put anything scholarly before these people. They have no brains at all. As soon as I get my degree, I am going in for college work."

"High school work drudgery!" exclaims the other. "How can you say so? I think these youngsters are wonderfully interesting, so full of enthusiasm and so ready to respond to a teacher's lead. I haven't any pearls to throw away but I find it great fun to feed growing minds."

"Minds!" sneers the first teacher contemptuously, "they have no minds. What in the world do you find interesting in these raw cubs?"

"The same interest that a crank on horticulture finds in developing a flower," the other replies. "You or I might not find anything exciting in such a project but there is apparently a fascination for him in studying soils and experimenting with temperature, moisture, sunlight, etc. When he succeeds in making a tiny improvement in the plant, he is as much elated as if he were Columbus. And to work with boys and girls! — That's a kind of horticulture that is worthy of any amount of study."

"Just a figure of speech," says the scholar. "Your horticulturist is a scientific worker. He has splendid books to guide him, with records of the most painstaking experiments. Education is nothing like that. Education is imparting the inherited treasures of civilization. There is no pleasure in trying to unfold the great masterpieces of literature to youngsters who are interested in nothing but baseball and parties or trashy stories. If they don't want what I have to give, my idea is to work with people who do."

"I believe there is a real parallel in my illustration," the other teacher argues. "If I understand the horticulturist, he does not take some particularly fine plant food and hunt for a flower which will thrive on it. He takes his plant and tries to find the conditions which will make it grow best. I admit that education has not yet acquired a solid basis of scientific knowledge, but that is what is needed and it is coming fast. I wonder if you know how much good scientific work has been done in the field of education during the past ten years."

"I didn't suppose there was anything worthy of the name of science," the first teacher says skeptically. The other man says: "Wait a minute," and leaves the room. In a few minutes he returns with a university catalog and some publishers' circulars. He reads from a list of courses offered by the school of education: "Educational Psychology, The Psychology of Thinking, The Psychology of Habit, Mental Measurements, The Physical Development of the Child, The Phenomena of Adolescence, Development of Moral Qualities, Norms of Ability in School Children, Philosophy of Education, etc." He reads the titles of a few professional books, some of which refer explicitly to

high school problems, and then hands the list to his colleague.

"I don't believe there is any real scholarly material in that list," our teacher objects. "I have read some educational stuff and it impresses me as superficial advertising of people who want to see themselves in print — just a lot of hazy generalizations and big-sounding words."

"You have got hold of the wrong books," says the second man. "There is still plenty of that sort of thing, but more and more sound professional material is coming out, written by men of first-rate ability who are thorough students. If you would take the course on Principles of Education by Professor Blank, or just read one or two of his books, you would get a different idea. He changed my whole point of view and made my work, which had seemed rather petty and tiresome, an undertaking which gets more and more interesting."

The first teacher takes the university catalog and a couple of books which the other man urges him to read. He has no intention of spending much time on them, but he turns over in his mind some of the ideas which his opponent in the argument has emphasized. He dips into the books and quickly finds that they are worth reading, so he presently goes through them thoughtfully. Unconsciously he allows himself to be influenced by the new ideas, and modifies his methods of teaching. He finds himself considering the possibility of taking Professor Blank's course "just to see whether there is anything in it."

He finally enrolls in the course and after a time puts his best effort into it. He has ability, and the recognition which his written papers receive stimulates him further. He takes

more courses, and presently asks for a leave of absence in order to complete the requirements for a degree in education.

One day, toward the end of his leave, he meets the other teacher. "How goes it?" asks the latter. "I'm working day and night on my thesis," the first man answers. "I'm making a study of the abilities and interests of high school students. I hope to show where the high school is failing to meet the needs of adolescents and to point out some desirable changes." "Why, I thought your dissertation was to be on 'The Use of the Conjunction in Milton's Minor Poems.'" "It was, but the stackrooms of the libraries have been mercifully spared. I am writing for a larger group of readers and I rather think that my present investigation will do more good."

PROBLEM 230. — The teachers of a school system are urged to join the National Education Association. Few of them respond. The common attitude is expressed by the statement of one teacher: "Why should I join the association? I can't afford to go to the meetings and anyway I don't propose to spend part of my precious summer in traveling off to some hot city, halfway across the continent. I should get nothing out of the association if I should join. It would be two dollars thrown away. Let the people with the big salaries, who like to go to meetings and talk, have their association if they want it. It's nothing to me." The president of the local teachers' association calls a meeting to discuss the matter.

The president calls the meeting to order and reads a circular letter from the secretary of the N. E. A. outlining a program and urging teachers to support it. The question is then opened for discussion. For several minutes there is no response. Everybody seems to be waiting for someone else to do the talking. Nervous people in the front of the room turn their heads as if to look for a spokesman. There

are smiles and some mischievous nudging of neighbors with whispered exhortations to rise and testify.

Finally, the teacher whose point of view has been stated in the problem rises and says brusquely: "I may as well say what we are all thinking. This is an attempt to get money from teachers to support the schemes of a few self-constituted leaders who like to be prominent. I don't see the use of trying to make a national affair of school work. State associations are bad enough. It seems to me that each school system ought to manage its own affairs. Local teachers have their own interests, but what good does it do for people from opposite corners of the country to get together and talk? Such associations are usually run by cliques and spend a lot of time in factional controversies. Some people seem to have a mania for organization. Let them organize if they want to, but I don't see why teachers who are not interested should pay for their magnificent schemes."

She is applauded vigorously but another teacher is moved to say: "I didn't intend to speak, but I don't want to let Miss A.'s statement stand as the opinion of all teachers. I think we ought to have a national association of teachers just as other professions do, and I think we ought to become members to show our —" She hesitates for a word and finally says "patriotism" as she drops into her seat.

As soon as the laughter has subsided, the president asks: "How many of you are members of the N. E. A.?" Four hands are raised. "How many intend to join?" Three or four others go up. Then the president says: "We have with us the state representative of the National Education Association. She wishes to tell us about its work and I

presume that she will explain this campaign to increase membership."

The state representative is an attractive woman who has evidently had experience in public speaking. She is very earnest and she soon has the attention of her audience. "A few months ago," she begins, "a vigorous campaign was waged all over the country, in order to secure public support for raising teachers' salaries. You may have read some splendid editorials on the subject in your local papers and wondered whether there was a new editor. If you had made inquiries, you would have discovered that the same editorials had appeared in almost every paper in the land and, if you had traced this educational effort to its source, you would have found that it was a part of a campaign planned and financed by the National Education Association. The Association has carried out several very thorough salary investigations, as well as numerous other studies which have contributed to the improvement of American schools. I am sure that you have felt the influence of them here, although you have probably not been conscious of the fact.

The National Education Association is now engaged in a campaign which, if successful, will have very far-reaching effects. It will put into the classrooms throughout the country, in rural schools as well as in the cities, in the South as well as in the North, trained teachers in place of mere children with only a grammar school education or a year or two of high school work, who are now, by hundreds, in charge of the destinies of the future citizens of America. It will bring into the schools many children who, even in these days of enlightenment, are deprived of any decent

chance to make something of themselves. We were shocked when the army draft disclosed a vast amount of illiteracy among our young men. Is not that an evil which the teachers of the country should attack? The National Education Association is preparing to lead the way.

One of your number is in favor of local endeavor in place of nationally organized effort. As a nation we are committed to local initiative, as opposed to bureaucracy, but great, widespread evils cannot be effectively combated by a succession of unorganized pin-pricks. If a community is self-centered, it may take great satisfaction in building up a fine system of schools and congratulate itself on its superiority; but, even from a selfish point of view, it is not safe to blind one's eyes to conditions outside one's own town or city or state. This is one nation and a sore spot anywhere is bound to affect the well-being of the whole. The country, for its own good, must learn to think of education in national terms as well as in terms of individual schools and school systems. I think, indeed I know, that the teachers of America, when they once understand the program which their national association has formulated, are going to get behind it in a spirit of true patriotism.

Someone has spoken of the use of large organizations in the personal interest of self-seeking individuals, of the influence of cliques, and the wasting of effort in factional strife. Did you ever stop to think why this is so? No? Well, I'll tell you. It is because the rest of us don't care enough about the real purposes of the association to make any effort to help in keeping it on its true course. We are too indolent or too selfish to sacrifice time or effort or even a few dollars."

"Why is it," the speaker demands, leaning forward tense with emotion, "that we have bosses, and control of legislation by selfish interests, and little or corrupt men in office? It is because we don't care enough to take a hand. We leave public affairs to those who make a business of them for their own profit, while we sit back and criticize. If your state association or the national association does not please you, whose fault is it?" "Ours," someone says in a low tone. "Yes!" she says instantly. "It is our fault unless we get into the game and do our best to set matters right. If you don't mean to play, stop finding fault with the game — but you do mean to play! Come on in!

There is no longer any excuse for control of the National Education Association by factions. The teachers of the country have the control in their hands. The association is now managed by a representative assembly. Any group of fifty-one or more members is entitled to a delegate, with additional representation if the group is sufficiently large. Your local association should have a delegate. You can't all attend every meeting — although you would find it a good investment to attend once in a while and, if you decide to play the game, you will certainly attend meetings which are held within reasonable reach of your homes, even at the sacrifice of a few days of vacation — but you can always send a delegate. He can act as spokesman on any matter in which you are especially interested and he can bring back to you reports of the proceedings and a suggestion of the inspiration which such great meetings sometimes do and always ought to produce.

Do I need to say more? Just one word. The combined influence of the teachers of America, acting together through

a mouthpiece responsible to them, can do a splendid service to the country. I will not spoil it by mentioning the power of such an influence in improving the teacher's status although that is unquestionable. Are we willing to forego the opportunity to create and maintain that influence?"

There is a torrent of applause and Miss A. jumps to her feet and appeals for recognition. When the president has called the meeting to order and accorded her the floor, the teacher says: "I'm glad I furnished the provocation for such a splendid speech. I want to thank the speaker personally. I am going to join the National Education Association immediately, and I move, Mr. President, that a committee be appointed to canvass the teachers for memberships, so that we may have our delegate at the next meeting."

PROBLEM 231. — A man, who has been a high school teacher for ten years, finds it difficult to support his wife and two children on his small salary. He resents the attitude of the members of the board of education in regard to remuneration of teachers. Few of them have had half as much education as he, and yet they earn much larger incomes and evidently feel that they are more important members of the community. He overhears the remark of a young lawyer in reference to himself, "Oh! he's only a school teacher." He determines to find out the reason for this attitude and the means of changing it.

The teacher seeks an interview with the president of the board of education, explains his financial difficulties, and appeals for an increase of salary. The president listens to his plea in a tolerant and patronizing manner. He says: "I should be glad to raise your salary if the decision rested with me, but the fact is that the people won't stand for any further increase in taxes. We board members are constantly besieged by tax-payers to keep the budget down."

"Well," says the teacher in a petulant and unconvincing tone, "unless I can earn more money I shall have to quit." "That's all right," says the president. "We won't stand in the way of your advancement. We shall be sorry to have you go but we can't afford to pay you any more. You see, we can get a younger man or a woman in your place and save several hundred dollars."

The teacher is disheartened. In spite of himself, he feels a certain sense of inferiority before the assurance of the successful man of affairs, although his wounded pride makes him retort angrily. "What about the pupils?" he asks. "Don't you realize that they will suffer if you substitute an inexperienced teacher for one who has had ten years of experience and who knows the school thoroughly? I claim no superiority for men as teachers but it seems to me that high school students ought to have some masculine influence."

"I'm rather prejudiced in favor of men teachers myself," the president replies, "but I haven't any facts to back up my opinion. Whenever teachers have left us, we have made a practice of employing younger teachers and, during the last few years, when it has been hard to get men and other expenses have increased so much, we have engaged women teachers almost exclusively. There may have been some loss but I haven't seen any evidence of it. I can't ask the people to spend a lot more money for a possible advantage which is based merely on opinion."

The teacher sees that his threat of withdrawal has been somewhat of a boomerang and he attempts to cover his retreat. "I should certainly resign," he says, "if it were not for my family responsibilities. I have not been able

to save anything and I can't afford to take the risk of giving up my position without having another, or of starting in a different line of work in which I might have to spend years to establish myself. If I had only realized that teaching is a dead-end occupation, I should never have entered it. Now it is too late." His face assumes an expression of complete discouragement and he rises to depart.

The president rises also and puts his hand on the teacher's shoulder. "Young man," he says, "stop pitying yourself. It won't get you anywhere. You are exactly in the position of the average man, whatever his occupation. You haven't nerve enough to fight your way, and you are blaming people for not giving you a good living while you occupy a safe berth. The world isn't run that way. Leaving out the few who have been boosted into soft jobs by the influence of others, the real successes in life are made by people who stand on their own feet, who realize that life is a struggle and have enough confidence in themselves to take the risks involved in carving out a career.

I had pretty rough sledding before I got a secure foothold. Several times I had to dance on the ragged edge. If I had not taken risks, I should probably be a clerk now on maybe thirty dollars a week, but I was bound to succeed and, when I saw a good opening for starting a business of my own, I borrowed money and went at it. If I had lost, I should have been bankrupt and the wife would have had to take in washing. You see I had to succeed. I never let the other thought stay in my mind. I knew that I had something to sell that people would want if I could make them understand it, so I studied and planned and worked until I had created a market. If people really want what

you have to sell, they will pay for it, whether it is asbestos shingles or education. There is no use in scolding them. They've got to be shown."

The teacher ponders the business man's advice. He finds much to confirm it. The characterization of himself, in the attitude of playing safe and appealing to sympathy for bettering his condition, has made him wince. He squares his shoulders and prepares to face the issue. "To create a market," he says to himself, "that is the problem. We have been railing at the stupidity of the public in failing to recognize the necessity of having strong teachers and a certain number of men teachers. If people become convinced of the necessity, they will demand such teachers whatever the cost. How can they be convinced?"

His mind goes back to the president's remark that, while there may have been some loss in the replacement of experienced teachers by beginners and the reduction of the number of male teachers almost to the vanishing point, he has seen no indications of such loss. Can the loss be made so clear to the tax-payer that he will insist that the board of education hold its strong teachers, even if he retains his traditional right to scold about the tax-bills?

The teacher studies this problem, first making a list of all the changes which have been made in the high school faculty during the past few years and trying to collect evidence of the effect of these changes. To his surprise, he finds very little that is tangible. He is perfectly sure that there must have been losses but it seems difficult to prove it. There are one or two cases of notable failure in discipline by young teachers but these are offset by some conspicuous examples of success. "What we need is a

cost accounting system," he thinks. "If we could only show that increased expenditure produces results in terms of knowledge and character, people would be willing to invest in education just as stockholders support a new outlay when they see a prospect of increased dividends. Small chance of that! You can't measure the results of education in any definite way. You can't tell how a boy or girl is going to turn out until long after he has left school, and then you don't know whether he has succeeded because of his education or in spite of it."

He runs over his own experience and has to admit that, while he learned a great deal during the first year or two, his work was probably about as effective five years ago as it is now. "No wonder," he thinks, "that people are not demanding that my pay be raised for fear of outside competition for my services. I shall have to make my work stand out. We tell the youngster, who is starting in as an office boy, to make himself indispensable, but how can I make myself indispensable to tax-payers whom I never see?"

This idea of lack of contact between teachers and the people who support the schools is turned over frequently in the teacher's mind. He becomes interested in analyzing the opportunities for becoming widely known. He thinks of individuals who are prominent in the town. There are the members of the municipal government, of the board of education, officers in various organizations, and a few who, while occupying no office, are frequently mentioned in the papers, are always appointed on committees to deal with special community enterprises, and are frequently called upon to speak at public meetings. Some of these

people are not particularly able. There are some small tradesmen and a few artisans. Some have never had even a grammar school education and murder the king's English. But there is something interesting about the personality of every one.

He becomes absorbed in observing these men and comes to envy them a common characteristic which he lacks. They are almost invariably "good mixers" and they make a business of mixing. He himself is rather diffident and feels ill at ease and at a loss for conversational material when he finds himself in a heterogeneous group although he can talk by the hour with another teacher. He wonders whether there is anything peculiar about teaching which unfits a person for being a man among men, or is it that teaching attracts only the type of man who does not enjoy general social intercourse? If neither of these suppositions is true, why is there no teacher among the real leaders in community affairs?

He knows from his own experience that it is very easy for a teacher to become isolated from the rest of the community. His work is absorbing, taking many of his evenings. It does not bring him into contact with men outside the profession. He has little occasion to discuss the subjects which other men are apt to talk about when they get together. He realizes that it would improve the standing of teachers if they were more active in community affairs and if they had a wider circle of friends. He wonders whether teachers ought to take the initiative in this, and whether a person like himself could learn to be more sociable.

The teacher has heard reports of the enormous fees which prominent lawyers and specialists in other fields receive.

Outward evidences indicate that these men have become rich. He sometimes speaks contemptuously of people who will pay such exorbitant charges, and yet apparently there is no lack of competition for their services. Discussion of this subject and reflection upon it convince him that these specialists have mastered a field in which people have urgent need of advice. They will pay high fees because they have confidence that they will get expert service which others cannot render. He wonders if education can ever be developed to such a degree, and dreams of the educational specialist who is able to diagnose individual cases and prescribe for children as skillfully as the oculist deals with defective vision or the consulting engineer directs the solution of a problem of water supply.

All this reflection upon the puzzle has suggested nothing very definite in the way of a solution, but it has impressed the teacher with the magnitude of the problem and made him more interested in the causes of his unsatisfactory status and less inclined to blame other people. He is influenced still by the president's advice and is determined to make a success of his life.

A conversation with a man who has the reputation of being a genius in remembering people's names, in which the latter declares that it is simply a matter of attention, that almost anyone can do the trick if he makes a business of it, leads the teacher to make a determined effort to develop some social ability. He joins the Improvement Association in his own ward and attends a dinner of his political party. He forces himself to take the initiative in speaking to several men, and exerts himself to carry on conversations. He has one or two opportunities to correct some false im-

pressions about the schools, but he takes pains to show an interest in subjects introduced by others. Before going to meetings, he prepares himself by rehearsing topics of conversation and even memorizes some humorous stories — heretofore he has been in the habit of declaring that he could never remember a joke. All this is at first very distasteful but it gradually becomes easier and even enjoyable. He makes many acquaintances and begins to take satisfaction in the number of people who nod and smile, when he meets them on the street, or pass a familiar greeting at the post office or in the bank lobby. When he is made chairman of a committee of the Improvement Association, he feels that he is really on his way.

The teacher's dream of an educational specialist, able to diagnose and prescribe accurately for educational ills, has a permanent effect upon his mind. He recognizes it as a dream, yet it comes to be a dominating idea. The first practical effect is a decision to volunteer as Scout Master of a troop of Boy Scouts connected with one of the churches. This position has already been offered to several other teachers who have felt that they could not afford the time. Our teacher is influenced in his decision by recognizing an opportunity to study boys. The educational specialist of his vision understands children thoroughly, their interests, their motives, the stimuli which will bring out the best that is in them. He finds in this new work a really fascinating occupation. He realizes very quickly how little he has understood boys as individuals, and he has some rather discouraging experiences at first, but his attitude of the student, observing human phenomena and experimenting in order to learn the truth, helps him to remain cool when

boys are pesky and to be patient with refractory individuals. Gradually he acquires a reputation as somewhat of an authority on boys. Parents consult him and his first published article is on "Some Traits of Boy Nature." A new sense of achievement brings exhilaration and a passion for work.

The need of some means of measuring the effect of teaching is another problem which occupies the teacher's mind. His first attempt is to compare the marks of two successive classes, using the same examination paper. The results are not very convincing and he is still puzzling over the matter when he accidentally learns that others have been working on the same problem and that already a good deal of experimenting has been done with standard tests. He reads all the articles which he is able to find on the subject and corresponds with one or two of the authors. The result is a conviction that the problem is much more complicated than he had supposed and that his own tests cannot give any reliable information, because they involve so many uncertain factors, such as the relative ability of the two classes tested and variability in judgment of the teacher who marks the papers. He sees a lifetime of work for the educational specialist.

The teacher consults a professor at one of the universities. He tells about his desire to study education scientifically, shows his article on Boy Nature, and explains the work which he has been doing and some of the questions which baffle him. The professor describes courses which would be of value and says that, in order to get very far, the teacher would need to spend at least two years in study. The teacher thinks that his financial problems would probably

make this impossible, and the professor suggests the possibility of a fellowship amounting to a few hundred dollars.

The teacher has a talk with his wife and then goes to the president of the board of education. He explains his ambition and then asks: "Will the board give me a leave of absence?" Instead of replying, the president puts a question of his own. "How are you going to finance your scheme?" "Borrow the money," the teacher replies.

"Have you found anyone to lend it to you?"

"Not yet, but I hope that I can find some people who have enough confidence in me to take a chance on my making good."

"Suppose the board refuses a leave of absence," the president says sharply. "Then," replies the teacher with his chin up, "I shall resign. Here is a chance for a life work which needs to be done and which I am sure I can do. I'm going to do it."

"You are taking a big risk," the president suggests. "Right," says the teacher, "the same risk that you took when you started your business."

The president slaps him on the back. "Good for you," he says, "I had a notion that you had the stuff in you. I think I can answer for the board of education." As the teacher offers his hand and expresses his thanks, the older man adds: "When you go to see your friends about that loan, tell them that I am betting a thousand dollars on you."

During the teacher's residence at the university, he receives several offers of positions at considerably better salaries than he has earned. One of them, a principalship,

pays a sum which would have satisfied him before he started on his new career. It is a temptation to avoid incurring further financial obligations, but he has the feeling that his backers might think him a quitter and he decides to stick to his purpose.

Toward the end of the second year, when the professor under whom he has done his most important work is congratulating him upon his doctor's dissertation and assuring him that its publication will mark a real step forward in scientific knowledge of education, the teacher refers to his return to public school work. The professor says: "You can make much more money in private practice. When your book is published you will be recognized as an authority in the special field which you have been studying. You are one of a very few who are able to examine an unusual child with any degree of precision and prescribe suitable treatment for him. There are many people who are deeply concerned about children who are not developing normally. If such people discover that they can get expert advice, not mere guessing, they will crowd your office. If you continue to work as you have been doing, you could, in time, build up a select clientele and make a large income."

"I have thought of that," the teacher replies. "I think it could be done, but I have a sort of prejudice against using my special knowledge as a monopoly for the benefit of the wealthy and primarily for my own profit. It has always seemed to me somewhat of a scandal that the legal profession which theoretically is devoted to justice and right should apparently determine its charges on the basis of 'what the traffic will bear.' I have taken pride in the thought that teaching is a public service and I think that I

shall be happier in making whatever contribution I can to public education."

Shortly before the time of the teacher's return to work in the local schools, a proposition is submitted to the board of education, on the recommendation of the superintendent, for the employment of the former teacher as assistant superintendent. It is explained that his duties will be to make scientific studies of all sorts of school problems, to examine and recommend treatment for exceptional children, and to train teachers in similar work. There is strong opposition to the plan. A few members of the board support it but the majority are opposed to the creation of a new position. One of the newspapers commends the opponents of the proposition for refusing to waste the people's money on fads. The editor writes, with the positiveness of the self-appointed seer, on the necessity of resisting all such fantastic departures from the traditional training in fundamentals which has produced our great men.

A little later, the teacher receives from another school system an offer of a position similar to the one proposed. His impulse is to accept, but he has set his heart on the creation of a market for expert educational service in his own community. Finally a compromise is effected by which the teacher is to return to his position in the high school, but is to have a lighter program of teaching than is assigned generally, in order that he may give a part of his time to intensive study of school problems.

The matter is settled shortly before the end of the school year and the teacher secures permission to give some tests which will enable him to make comparisons at the end of the

following year. He uses standard tests of intelligence and of achievement in English, mathematics, and Latin, applying them to all the pupils in the freshman class of the high school. He also measures the intelligence of eighth-grade pupils who will form the new freshman class and consults with them and, in some cases, with their parents, in regard to their choice of courses and subjects. Some of the parents heed his advice and others insist on having their children take the course which is generally regarded as more high-toned than the alternatives.

At the beginning of the new year, he gives tests in several subjects to all the freshmen and, on the basis of the results of these tests and his intelligence measures, advises the principal in regard to the best grouping of the pupils in recitation sections. In his own classes, he frequently divides the students into groups, varying the work in accordance with different capacities. He gives tests and succeeds in interesting pupils in measuring their own progress.

At his own request, he is made "faculty adviser" of the freshman boys. He studies them individually and becomes very well acquainted with them. He shows an interest in their hobbies and develops a relationship which leads boys to confide in him and to ask his advice. In a few cases of serious misbehavior or moral delinquency which would naturally lead to suspension or expulsion, he offers to be responsible for the boys and, with one exception, succeeds in using the experience as a means of strengthening the character of the offender. He meets the boys outside the classroom in athletics, occasional hikes, and at club meetings. For lack of time, he is obliged to decline persistent appeals for similar work with older boys.

At the end of the year, he again measures the achievements of the freshmen, using tests which have been scientifically prepared so as to be of exactly the same difficulty as those used at the beginning. He analyzes the results and prepares simple charts showing the facts in a striking form. He also studies the number of withdrawals from the freshman class in comparison with previous years and compares the percentages of failure in the various recitation sections. With the help of these charts he is able to convince first the high school faculty and then the members of the board of education of these facts:

1. Withdrawals from the freshman class have been reduced from an average of 35 per cent during the previous three years to 16 per cent, although withdrawals from other classes have been practically the same as in other years.

2. The reduction in withdrawals has been greater for freshman boys than for girls.

3. The average rating in the subjects tested is, on the whole, higher than at the end of the previous year. Where new teachers have succeeded experienced teachers the results are poorer. Where classes have been taught by the same teachers for the two successive years, the average ratings in the two tests are about the same, the differences corresponding closely to the differences in pupil ability as shown by the intelligence tests. The mathematics classes taught by the man who has qualified as an expert show a much higher average achievement than that displayed by corresponding classes in the tests of the preceding June.

4. Progress during the year in the various recitation sections varies widely. When children of nearly the same degree of intelligence are compared, the variation is striking.

5. With one or two exceptions, the progress is distinctly greater in the classes taught by experienced teachers than in those of beginners. The class taught by one English teacher who is known by her associates to be a superior teacher has gone far ahead of the others although the average intelligence of her group is not the highest. There are fewer cases of little or no progress in the classes taught by the investigator than in any of the others. There are also in his classes more cases of striking progress by the ablest pupils. In other classes, some students who rank highest in intelligence have advanced comparatively little in power to use English or in ability to analyze mathematical problems.

6. Teachers' marks do not correspond closely with the ratings in the standard tests. There is a general agreement but many exceptions. Teachers' marks correspond fairly well with measures of native ability but are very inconsistent with measures of progress. Some pupils who have failed, according to the judgment of teachers, have made excellent progress in terms of their own initial achievements.

7. On the whole, the classes which are most homogeneous from the standpoint of intelligence have had fewest failures. Only one of the pupils who insisted on taking the college preparatory course, against the advice of our teacher, has passed in Latin, and this individual has been advised by his teacher not to continue the subject.

The superintendent renews his recommendation for the appointment of an assistant to deal with research. This time the board is sympathetic but the teacher suggests that, before action is taken, an effort be made to convince

the public of the need of such work. With this purpose in view, a report of the year's experiment, illustrated by reproductions of the charts, is printed for general circulation. Newspaper comment is secured and opportunities are sought for discussion of the subject at various meetings. The result is that the editor who had, the year before, called for resistance to fads, chides the board for false economy in employing inexperienced teachers, and declares that investigations like the one applied to the freshman class ought to be carried out in every department of the school system. "The public demands results," he writes. "It does not expect the board to sacrifice efficiency for the sake of a few dollars. It wants the best for its children and it is willing to pay whatever is necessary to get results."

At the same meeting at which the teacher is elected assistant superintendent, a communication from a prominent citizen is read, in which the teacher's work with the freshman boys is referred to in enthusiastic terms and appeal is made for the employment of more men in the high school.

Soon after the meeting, one of the teachers congratulates the new appointee somewhat wistfully upon his promotion. "Oh! Your turn will come next," the other replies encouragingly. "No such luck!" exclaims the first man. "There are mighty few such positions and, of course, I haven't your ability anyway. My ambition doesn't run so high, but I *would* like to earn a respectable living."

"Let me tell you my story," says the new assistant superintendent. He explains his own disheartened state after ten years of teaching and the incidents which started him on his new course. "I am confident," he declares,

"that there is a career in education for any man who sees the possibilities in it and who has ability enough to have any right to be intrusted with the education of children. The idea that a man cannot amount to anything in school work unless he becomes a principal or superintendent is all wrong. There is room for the finest kind of professional work in the classroom. There are problems there that are worthy of the best effort of any man or woman, no matter how able; and when we learn to take our work in a truly professional way; when we realize that it is the biggest, finest job in the world, that it needs just as careful, exact study as any of the other professions; when we fit ourselves to do our work scientifically and demonstrate that we can bring about important and definite changes in ability and character of boys and girls; then people will get a new idea of education and teachers will win the respect and the remuneration which professional teachers deserve."

Principles in Regard to Professional Growth

1. The work of teaching should be regarded as a great profession, worthy of the best ability and of the most thorough study.

2. Education is still in a relatively crude stage of development in comparison with other professions. Much of our educational material and methods is based upon opinion rather than knowledge. Aims are not all in accord with scientific fact. The professional teacher will strive to keep abreast of new discoveries in the field and to test his methods and ideas.

3. The professional teacher will have a philosophy of education. He will not limit his interest to a small field.

4. The professional teacher will keep an open mind, will avoid prejudice, will welcome new ideas.

5. The professional teacher will learn from others, through books, meetings, observation, and study under leaders.

6. The professional teacher will welcome advice and criticism and will be critical of his own work.

7. The professional teacher will feel a responsibility for the advancement of the profession. He will take part in professional associations, report his own experiments in meetings or in publications.

8. A teacher should set apart a definite time for professional study.

9. The professional teacher will be scientific. He will not hold fast to old methods, merely because he is used to them. Neither will he adopt new methods merely because they are the fashion. He will constantly try to get new light on his problems, to improve his work. He will experiment and study results carefully.

10. The professional teacher will regard professional training and growth as absolutely necessary — as necessary to him as are tools to the artisan. Such training will come first, not last, in his program.

Problems for the Reader to Solve

Problem 232. — A teacher of very long experience feels that she is getting "stale." The work does not interest her as much as formerly. She knows the books by heart. She is annoyed by the frequent suggestions of new methods made by the principal and teachers who have had less experience than she. She used to be regarded as an exceptionally strong teacher, and was always proud of her results.

Problem 233. — A teacher, on graduation from normal school, begins work in a school providing very little supervision. The principal has a superficial view of education, has to spend most of his time in teaching, and, aside from that, devotes himself to routine. The teacher tries to put into practice the principles studied at normal school but finds that they do not seem to work. Other teachers tell her that they are not practical. She gradually adopts routine methods of little educational value but easy to use and making control of the class simpler. After two years these methods have become habitual. She does no professional reading except in magazines giving superficial, rule-

of-thumb methods and devices. A number of superintendents, to whom she has been recommended by the normal school, visit her but stay only a little while and go away without offering her a position. She realizes that they are not satisfied and wonders why.

PROBLEM 234. — A teacher of six or eight years of experience is skillful in dealing with children and gets good results in ordinary school work. She does some professional reading but finds some of the books, which are highly recommended, hard to understand. They seem theoretical, offering little that she can apply to her work. She feels that she ought to gain a deeper insight into the problems of education, and has often thought that she would like to take some professional courses, but there is so much else to be done that she puts it off from year to year.

PROBLEM 235. — A teacher who is a candidate for a position is asked by the superintendent to state the chief problems which she has encountered. She does not understand what he means, is not aware that she has any problems, says that she never had any trouble. Oddly enough, the superintendent does not seem to regard this uneventful career as a sign of merit.

PROBLEM 236. — A teacher decides to take a professional course, but has difficulty in deciding what to take. Those which are most valuable are available for him only in the summer and he does not wish to spend the summer in study.

PROBLEM 237. — A grade teacher is ambitious and decides to specialize in some single subject. A friend has done this and earns considerably more money than she. She has some doubt whether she will like it.

PROBLEM 238. — A teacher is anxious to know where her weaknesses lie, so that she may improve her work.

PROBLEM 239. — A teacher is expected to spend a day each year in visiting schools. She has not received much benefit from previous visits and would prefer not to go. The principal agrees to excuse her if she is convinced that she can learn nothing from

the work of other teachers whom she might visit, but advises her to think the matter over and see if she cannot plan her day so as to gain something of benefit to the school.

PROBLEM **240.** — A girl goes to normal school because she thinks teaching will be agreeable work. The long vacations appeal to her. On taking a position, she finds the work pleasant enough, but has no desire to remain in it long. As she expects to be married in a few years, she sees no need of doing any more studying. In a chance conversation, someone expresses the opinion that teachers, as public servants, are under obligation to make themselves as efficient as possible, regardless of the time during which they intend to teach.

PROBLEM **241.** — A teacher undertakes much work in addition to his regular duties in order to add to his income, teaching in the evening school, and taking a business position during the summer. He has no time for studying, arranges his work so that he can get through with his necessary duties, such as marking papers, in a minimum of time. A superintendent tells him that he is not investing his time wisely.

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CHAPTER XVI

THE TEACHER AS PROBLEM-SOLVER

RECOGNITION OF PROBLEMS; A WORKING PHILOSOPHY OF TEACHING; HOW TO SOLVE PROBLEMS

"WHAT have been the chief problems in your work as a teacher?" This question has been asked again and again by the author during interviews with candidates for teaching positions. In a majority of cases, the teacher has at first looked blankly at the questioner and then replied somewhat doubtfully: "I have always gotten along all right," or, "Oh! I have had no trouble with discipline, if that is what you mean."

How amazing! A person who has been engaged in one of the most complicated and difficult undertakings in the world has met no problems! His eyes have been open but unseeing. The physician has a problem, often many problems, in every case. The automobile mechanic has all sorts of problems in the cars which are brought to him for adjustment. The housewife has problems of costs, of economy of time, of relations with servants. And the teacher has problems — multitudes of them — if he will but learn to recognize them. Every child offers a whole series of problems. There are problems in the course of study and in methods of teaching. Many parents are harder to deal with than the hardest exercises in algebra. The principal himself is often a puzzle.

The trouble is that most of us, whether teachers or candlestick makers or plain citizens, have never learned to take the problem attitude. We are not scientific. We do most things according to habit or fashion. When things go wrong, we growl, or complain of our hard luck, or find fault with the other fellow. We regard a difficulty not as a challenge to our ability but as a misfortune for which we, at least, are not to blame.

The scientific person, the problem-solver, has a clear purpose. Obstacles to the accomplishment of the purpose are not enemies or nuisances but facts. His job is to study them, to discover the best means of overcoming them. In every walk of life we need more problem-solvers. We need them especially in teaching, because our present procedure in that field is so terribly unscientific, so dependent on rule-of-thumb and fashion and untested opinion.

The Problem Method of Learning to Teach

There is much truth in the old adage, "experience is the best teacher." If taken as the sole guide, experience is a slow and bungling instructor and is often wrong. Teachers who work everything out for themselves, neglecting the counsel of those who have been over the road, and shutting their eyes to the visions pointed out by the leaders whose sight is exceptionally keen, waste endless time for themselves and their pupils. They spend their lives in hard work, much of which is expended in the wrong direction, and fail to attain a standard of accomplishment which some had reached before they began. Furthermore, they are almost sure to acquire strong convictions which are false. Anyone

who has attended educational conventions knows that teachers of long experience often argue passionately on opposite sides of a question, when obviously both cannot be right. Nevertheless, the attempt to prepare for teaching or to improve one's work as a teacher by filling one's mind with principles and rules of practice, not associated with concrete situations, is usually very ineffective.

The trouble seems to be that when one reads or hears some bit of wisdom which is the outcome of numerous experiences on the part of the writer or speaker, but which calls forth no definite applications in the mind of the reader or listener, it lies isolated in the latter's mind, like an elaborate piece of furniture in a barely equipped house — of no present use and unrelated to the rest of the furnishings. It is put away for future use and is usually forgotten. Even when the occasion presents itself for the proper employment of the article the owner may not recognize the opportunity, having no backgound of experiences in which it has served a similar purpose. On the other hand, an article which has been obtained to meet a real present need becomes a part of one's life and is often found to be serviceable in ways which were not anticipated.

The author has often visited the classrooms of young teachers who had graduated from excellent normal schools but whose practice was not at all in accord with the principles which they had studied. They had met practical situations which the preparatory course had not made familiar to them. The principles which they had studied did not seem to fit the conditions. Instead of learning to adapt the principles to the new situations, they had shelved the principles and acquired, through the method of trial

and error or by copying other teachers, a technic of teaching which would work. The ideals of the normal school had been laid aside for use under different conditions. In the meantime bad habits of teaching were becoming fixed.

It would be of great advantage to the novice if he could obtain his preliminary training as apprentice to an expert practitioner, who would guide him in his dealing with practical problems, aid him in mastering principles which furnish the key to their solution, and show him how to find in educational literature the light which he needs in order to understand and deal with his present difficulties. The beginner would then be learning by experience. What he learned would not be isolated rules or principles but knowledge associated with concrete classroom situations. It would not be a veneer, connected with normal school professors and examinations, but a part of his daily experience with Johnny Jones and Mrs. Smith.

Such an ideal plan is probably impractical. We have not enough practitioners with "the root of the matter in them" to train the new members. Teachers must obtain much of their preliminary training in large groups before they begin to teach. Nevertheless, it is possible, I think, to change the method of study so as to gain some of the advantages of the experience method of learning.

The person who desires to fit himself for success as a teacher cannot usually begin by attempting to teach a class, but he need not begin at the other end by trying to absorb knowledge of education in the form of general principles and precepts which have for him no concrete reality. Will it not be worth while for him to face problems of just

the sort which he will be sure to meet when he begins to teach? He has an imagination and, while no statement of a problem can take the place of the real thing, it may put him in a state of mind similar to that in which he should face his pupils. He has before him a real situation. He is asked what he would do. He blunders and makes unwise proposals, just as in practice he will blunder and do unwise things, but the questioning of the instructor and the criticism of his classmates will help him to see where he is wrong. When he is asked to explain why he proposes a certain course of action, it will appear that he has more or less hazy ideas about the purpose of education or the phenomena of child development, which discussion in connection with the concrete problem will correct and make more definite. Thus principles will be acquired which are not mere words, but beliefs which are connected with real cases.

Even teachers of experience will agree that often, when they read educational books without a specific purpose in view, not much of the material remains long in the mind in a form definite enough to influence their teaching. On the other hand, when a teacher consults a book in order to obtain help in the solution of a teaching problem, and, having found what he wants, immediately puts it to use, he is more likely to remember what he has learned and to use it again.

To sum up the foregoing paragraphs, the most effective method, for most people, in learning to teach, as in learning to do anything else, is to begin with concrete problems, through these to acquire general principles, and then to make use of these principles until action in accordance with them becomes habitual.

Value of a Working Philosophy of Education

We have explained the advantage of beginning with concrete cases, but if every situation which arises is regarded as a separate problem, we shall make little progress. It has been said that if we had not the power of forming habits, it would take us half a day to put on our clothing and the other half to remove it. It is equally true that a teacher who failed to reduce much of his conduct in the classroom to habitual action, and to acquire general principles to guide him in meeting the multitude of situations which confront him in the course of a day, would accomplish little and would soon be worn out.

It is the new situation which calls for treatment as a problem. This should be studied carefully until the best solution is gained, but out of the study should come the power of meeting quickly and confidently other situations as they arise. It is not merely a precedent which should be acquired, for there are as many bad precedents as good. It is rather a principle or set of principles, which the study of the problem has made clear and explicit, and which will henceforth be a familiar beacon in voyaging upon unfamiliar waters.

We are prone to act impulsively, without clear, consistent reasons for our actions. These cases later plague us as precedents. We are charged with being unjust or vacillating. We promote one pupil and "flunk" another without having reasons which carry conviction even to ourselves.

Sometimes we acquire very strong convictions without an adequate basis for our faith. We believe in the Austrian

method of subtraction, in the value of Latin for all pupils, or in suspension as a punishment for truants, and yet cases arise which we have to treat as exceptions.

The trouble is that our ideas, beliefs, and practices are a jumble of more or less unrelated elements, gained from experience or from books or people in whom we have confidence. They are not knit together by big fundamental ideas about our work, which we have thought through and made the framework of our thinking and doing. Our views are full of inconsistencies which we have never straightened out. We believe them and hold to them. If we are challenged, we dodge.

The greatest boon which a teacher can possess, for his peace of mind and his professional success, is a consistent philosophy of education, to which he has given his best thought and which rules his conduct. Such a philosophy will not be an unchanging belief, for experiences which are inconsistent with it will force the teacher to modify it. If he grows, it will become richer as he becomes older and wiser, but, as far as it goes, it fits his knowledge and experience. There are no spots of which he is aware which are mental aliens.

The teacher who becomes a problem-solver will have to make up his mind as to the purpose of education, and no solution will satisfy him which is not consistent with this purpose. He will seek constantly to know more about the facts of child nature and the needs of society and will mold his philosophy of education and his methods of teaching to fit them. As he meets new situations, he will make use of the principles which he has already acquired and will fit his new principles into the growing structure.

How to Solve Problems

If one would become a problem-solver, one must think for one's self. Accepting statements which one reads or hears, without considering the facts in the case or the reasons for the statements, is not thinking. One must learn to weigh evidence and to test conclusions.

Much of the mental activity which passes for thinking consists in devising arguments to bolster up a belief which one has adopted without any thoroughgoing consideration and which one is unwilling to abandon. Almost everyone, if he considers conscientiously the basis of his political allegiance, will agree that he has not a consistent, unassailable basis for his belief. He is an ardent Republican or a devoted Democrat. An argument by a supporter of the other party seems to him silly or false. It makes him angry to read an editorial on the other side. Anything which is said or written in favor of his candidate or his party, or against the other candidate or party, pleases him and is accepted as gospel. The fact is that he is not looking for the truth. He knows the truth in advance and is almost ready to fight anything or anybody that opposes it.

The same sort of "thinking" is common enough in the educational world. A teacher becomes an adherent of "supervised study." He puts it into practice and at once notices a great improvement. Any criticism of the plan only makes him firmer in his conviction. Favorable results are attributed to the new method. Shortcomings are explained as the effect of adverse conditions. Another teacher is unfavorably impressed when he first hears of "supervised study." Perhaps a friend teaching in another

system has remarked that the method is a failure. Our teacher opposes its introduction, points out all the objections which he can think of, and interprets the good results reported as accidental or due to other causes than the method itself. Both teachers are fooling themselves. They are not trying to solve a problem but to support a conviction acquired in a more or less accidental way.

The true problem-solver does not start with a bias but with an open mind. He is ready to consider any suggestion which comes to him, but only as something to be tested. He asks himself constantly "Why?" He will discard an idea which seemed clever, if a fair test shows that it will not work. He will welcome criticism and will be critical himself of what seems at first to be a real discovery.

To illustrate the point, let us suppose that a teacher has reported that a neighboring school has introduced a plan of supervised study. Home study is abandoned, the periods are lengthened, and each teacher is expected to devote half the period to supervision of pupils in preparing the new lesson. The teacher reporting the plan is enthusiastic about it and urges that it be adopted. The problem-solving teacher will not immediately take sides and offer superficial arguments for his position. He will suggest that the matter be studied. Perhaps a committee will be appointed to visit the other school, observe the work and talk with teachers and principal. On his return, he will report as chairman of the committee what he has learned about the plan. If, as is probable, he has found that there are valid arguments on both sides of the question, he may conclude that the method is not a satisfactory solution of the problem of teaching pupils to study, and will give his

reasons for advising against a change, or he may consider it promising enough to be given a careful trial in one class.

If the decision is adverse, our teacher will seek for some other solution of the problem. If a trial is decided upon, he will help to devise a method of testing the effect of the new plan in comparison with the prevailing method.

Conclusion

The aim of this book has been to help teachers to recognize their problems, to work them out, to formulate principles, and to organize these principles into a working philosophy of education — in short, to become professional, problem-solving teachers. Whether this aim has been realized must be left to the reader's judgment.

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INDEX

Numbers in heavy-faced type refer to problems for which solutions are given in the text; numbers in italics refer to problems which are merely stated, to be solved by the reader; numbers in ordinary type refer to pages.

Ability of pupils, variations in: see *Individual Differences*.

Administrative officers, relations with: autocratic superintendent, **183**–269; conscientious principal, **179**–251; conflict of authority, *186*–273; coöperation, *194*–274, *195*–274; criticism, **179**–251; disapproval of officer's procedure, *190*–274, *192*–274, *193*–274; discipline, **17**–34, **18**–35, **32**–42, **34**–51, **52**–57; easy principal, **179**–251; factional controversy, **167**–237; frankness, **179**–251; going over superintendent's head, **180**–255; new assignments, **181**–260, *191*–274, *198*–275, **228**–318; opposition to superintendent, **180**–255, *189*–274, *196*–274; personal problems, **166**–229; preparation for opening school, **140**–202; principles, *272*; promotion, **126**–176, **140**–202; release from contract, **182**–264; resentment over supposed personal injury, *187*–273; sending pupils to principal, *27*–39, *184*–273, *185*–273; suspicion of prejudice, *188*–273; teacher who asks favors, *199*–275; teacher who is not reappointed, *197*–275.

Aims, see *Purpose*.

Algebra, value of, *81*–113.

Americanization, **216**–303.

Appreciation: of beauty, *119*–165; of music, *66*–76, of poetry, **106**–150.

Arithmetic: correcting individual weaknesses, **105**–146; in first grade, **72**–95, *74*–112; long division, **69**–78; number combinations, *121*–166; variation of ability in, *128*–182; wrong type of seat work, *144*–210.

Board of Education: appeal of organizations to, *84*–114; appeal of parents to, *6*–27, *83*–114, **214**–296, *221*–316; appeal of teachers to, *9*–28, **167**–237, **180**–255, *189*–274; coöperation of teachers with, *8*–27, *162*–227; male teachers, **231**–331; teachers' salaries, **231**–331.

Boy Scouts, **231**–331.

Child's attitude: principles, 73

Child nature: appetite, *158*–227; boy problem, **231**–331; bully, *40*–54; first grade children, **72**–95; girl who is "boy crazy", *36*–54; imagination, *38*–54; instinctive dislike, **55**–70; *64*–76, *68*–77; kindergarten children, **31**–41; older boys will not tell on each other, **34**–51, *41*–54; principles, 53; pugnacity, **32**–42, *37*–54; resentment toward injustice, **17**–34, *20*–38; response to confidence, **52**–57; self-conscious child, *35*–54; sullen child, **1**–13; tattling, *37*–54, *42*–55; teasing, **32**–42; timid child, *48*–56.

Citizenship, training for: coöperation of parents and pupils needed, **215**–299, **216**–303; democratic attitude, **55**–70; fire prevention, 118; health, **155**–220; high school curriculum, *82*–114; many children leave school too early, **89**–122, **216**–303; material for third grade, *92*–132; value of history, **71**–91. See also *Self-direction*.

College entrance requirements, **17**.

Compulsory education, **216**–303.

Coöperation: between teachers, **200**–277; with administrative officers, **167**–237, **180**–255, **181**–260, *195*–274; with parents, **153**–215, **214**–296, **215**–299, **217**–308; with pupils, **17**–34, **18**–35, **33**–45, **34**–51, **104**–144, **105**–146; *147*–210; with supervisors.

166–229, **167**–237, **168**–244, *175*–249, *176*–249, *177*–249.
Corporal punishment, see *Punishment*.
Criticism: by administrative officers, **179**–251, *186*–273; by educators, *80*–113, *81*–113; by parents, *6*–27, *83*–114, *87*–115, *96*–133, **153**–215, **217**–308, *220*–316, *221*–316; by pupils, *204*–293; by supervisors, **73**–103, *121*–166, *149*–211, **167**–237, *170*–248; by teachers, **70**–86, **72**–95, *86*–115, 99–133, **125**–172, **126**–176, **152**–212, **166**–229, **176**–237, **168**–244, *170*–248, *174*–249, *178*–249, **180**–255, **183**–269, *185*–273, *189*–274, *193*–274, **200**–277, **202**–284, **203**–286, *205*–293, *210*–294, *211*–294, *212*–294; of administration, **126**–176, **183**–269, *189*–274, *205*–293, *210*–294; of administrative officers, **180**–255, *185*–273, *193*–274; of course of study, **70**–86, **72**–95, *80*–113, *81*–113, *83*–114, *86*–115, *87*–115, *96*–133, *99*–133; of examinations, **72**–103, *211*–294; of method, *121*–166, **200**–277, **217**–308; of pupils, **125**–172; of school, *207*–293, *220*–316; of supervisors, **152**–212, **166**–229, **168**–224, *170*–248, *174*–249, *178*–249; of teachers, *6*–27, *149*–211, **153**–215, *170*–248, **179**–251, *186*–273, **202**–284, **203**–286, *204*–293, *212*–294, *221*–316; of textbooks, *7*–91.
Current events, *93*–132.
Course of study, see *Subject matter*.
Curriculum, see *Subject matter*.

Differentiation in course of study: arguments pro and con, **89**–122; primary grades, **72**–95; grammar grades, **124**–170; junior high school, *98*–133; high school, **2**–16, *95*–132, **125**–172, *132*–183; different environments, *100*–133; obstacles, *101*–133; science for boys and girls, *97*–133; talented pupils, *131*–183, *134*–184.
Diploma: basis of award, **2**–16; significance, 18.
Discipline: beginner's difficulties, **202**–284; betting, **34**–51, *65*–76; boy who hates school, **16**–32, *62*–76; boy who won't try, *11*–28; bully, *40*–54; carelessness, *23*–39; cheating, *29*–40, **54**–67, *61*–75; child who interferes with others, *28*–39; control of instinctive behavior, **32**–43; cooperation with principal, *184*–273, *185*–273, *186*–273; disorderly class, **17**–34, **18**–35, *19*–38, *21*–38, *27*–39, *51*–56; fighting, *37*–54; girl who is "boy crazy," *36*–54; idleness, **140**–202; injury of school property, *24*–39, *43*–55, **52**–57, *63*–76; intolerance, **55**–70; lazy, impudent truant, **1**–13; lying, *38*–54; impudence, *59*–75; inattention, *49*–56; probable culprit, *20*–38, *30*–40; restless child, *25*–39; self-conscious child, *35*–54; selfish child, **31**–41; smoking, *57*–75; stubborn pupil, *56*–74; talking out, **33**–45, *46*–55; tattling, *37*–54, *42*–55; tardiness, **15**–31, *22*–39; timid child, *48*–56.
Drawing, *78*–113, *119*–165, *131*–183.
Dull pupils, *13*–29, **183**–269.

Economy of time: difficulty in covering course of study, **70**–86, **137**–186; eliminating waste, **138**–190; living by program, **139**–193; misdirected effort, *146*–210, *147*–210, *149*–211; preparation in advance, **140**–202, *145*–210; principles, 208; teacher who is "swamped" with work, **139**–193, *141*–209, *148*–211; waste of pupils' time, *142*–209, *143*–209, *144*–209, *150*–211.
Education, purpose of, *25*.
Efficiency: definition, *151*–211; principles, 194; scientific method, **231**, 331; system, **139**–193.
English composition: correction of errors, *118*–165, *148*–211; drill, *117*–165; foreign children, **123**–167; grammar, **4**–21; literary society, **55**–70; real problems, **73**–103.
English literature: aims, **73**–103, **106**–150; examination, **73**–103; teaching a poem, **106**–150; testing mastery of ideas, **73**–103.

Examinations: affect teacher's freedom in choice of subject matter, 90; cheating, *61–75*; criticising an examination, **73–103**.
Experience: measuring the value of, **231–331**; learning by experience, *352*.
Experiment: developing self-direction, **200–277**; economizing time, **140–202**; effect of rapid promotion, **126–176**; overcoming differences between high school and elementary school teachers, **203–286**; "selling" education, **231–331**.
Expulsion, **1–13**.

Fire prevention, **88–116**.
First grade: arithmetic, *74–112*; course of study, **72–95**; developing initiative, *58–75*; relation to kindergarten, *91–131*.
Foreign children: attitude of other pupils, *68–77*; language handicap, **123–167**; modified course for, *100–133*; parental influence, **216–303**.
Frankness: between teacher and administrative officer, **179–251**, **180–255**, *184–273*; between teacher and supervisor, **166–229**, **167–237**, *171–249*, *174–249*.
French, value of, *79–113*.

Geography: course of study, *90–131*; essential facts, **70–86**, *83–114*; projects, **70–86**; purpose of studying, 88; socialized recitation, **103–138**; suitable assignment for given grade, **70–86**; use of textbook, **70–86**.
Gossip: **167–237**, **180–255**, *206–293*, *210–294*, *211–294*, *212–294*.
Grading of pupils: *5–27*, *13–28*, **125–172**, **126–176**, *130–183*, **183–269**.
Graduation, **2–16**.
Grammar: aim in teaching, **110**; tests, **111**; value in elementary school, **4–21**.

Habits: breaking bad habits, *42–55* to *47–56*, *49–56*, **105–146**; drill, *50–56*, *51–56*; health, **155–220**, *158–227*; principles of habit formation, **53**; pupils' habits reflect teacher's practice, *14–29*, **18–35**, *21–38*, **103–138**.
Health: children's dress, **154–217**; classroom hygiene, **152–212**; coöperation with parents, **153–215**; effect of rapid promotion, **178**; exercise, **154–217**; of teachers, **139–193**, *159–227* to *163–228*; principles, **226**; sleep, **154–217**; teacher's example, **154–217**; teacher's responsibility, **152–212**, **154–217**, *164–228*; translating knowledge into habits, **154–217**. *165–228*.
High School: course of study, **71–91**, *76–112*, *79–113*, *81–113*, *82–114*, *85–114*, *87–115*, **88–116**, **89–122**, *95–132*, *97–133*, *99–133*; discipline, *29–40*, **34–51**, *36–54*, *61–75*, *65–76*, *227–317*; examinations, **73–103**; extracurricular activities, *198–275*: function of, **17**, **18**, *13–29*, **125–172**; graduation, **2–16**; ideals, **55–70**, *66–76*, *68–77*; individual differences, **125–172**, *129–182*, *132–183*; men teachers, **231–331**; methods, *14–29*, **71–91**, **104–144**, **106–150**, *110–164*, *114–164*, *122–166*; not understood by elementary teachers, **203–286**; teacher's attitude, *13–28*, **125–172**, **229–322**; withdrawal from, *7–27*, **16–32**.
History: purpose of teaching, **71–91**; selection of material, **71–91**; wrong method, *109–163*.
Home and school association, **217–308**, *225–316*.
Home environment: degrading home, **1–13**; foreign home, **216–303**; unhygienic home, **153–215**; teacher should understand, **13**, **123–167**.
Home study, **138–190**.

Ideals: control of conduct, **53–60**; coöperation among teachers, **201–281**, **203–286**; democracy, **55–70**, *64–76*, *68–77*; fair-play, **54–67**; good taste, *66–76*; health, **154–217**, **155–220**, *158–227*, *164–228*; honesty, **54–67**, *61–65*; principles relating to, **74**; professional spirit, **230–326**; self-

control, **32**–42, **33**–45, *67*–76; teacher's chief duty to develop, 66, *66*–76; need of common ideals, **200**–277; use of history in developing, **71**–91; use of literature in developing, **106**–150.
Individual differences: group teaching, *132*–183; foreign children, **123**–167; in arithmetic, **105**–146, *111*–164, *122*–182; in handwork, *127*–182; in mathematics, *110*–164; in music and drawing, *131*–183; in reading, **138**–190; in science, *129*–182; in spelling, *108*–163, *128*–182; in temperament, 15; mass teaching ineffective, **124**–170; principles, 181; pupils who are below "high school standard," **125**–172; rapid promotion, **126**–176; relation to promotion, *130*–183; talented pupil, *134*–184; variation in lesson assignments, *132*–183; variation in a single grade, **72**–95, **124**–170.
Industrial arts, *75*–112, **102**–134.
Interest: arousing interest in overcoming deficiencies in arithmetic, **105**–146; developing interest in poetry, **106**–150; relation of repetition to, **117**; more effective than domination, **214**–296; variation in children's interests calls for differentiation of subject matter, 128; test of appropriateness of subject matter, **4**–21.

Junior high school, *98*–133.

Kindergarten: developing initiative, *58*–75; importance of, *8*–27; punishment, *28*–39; spoiled child, **31**–41; teaching fire prevention, 117; timid child, *48*–56; transition to first grade, *91*–131.
Language: correcting errors of speech, *45*–55, *118*–165; grammar in the elementary school, **4**–21; problem of the foreign child, 123–167; rules and definitions ineffective, *117*–165. See also *English composition*.
Latin, value of, *80*–113.
Leaving school: distaste for school, **16**–32; exploitation of children, **216**–303; for financial advantage, *7*–27; from the high school, *125*–172, **231**–331; variation in length of school career calls for differentiation in course of study, 128.
Lesson assignments: pupil participation, **104**–144; too much written work, *141*–209; variation in accordance with individual needs, **124**–170, *132*–183, **137**–186, **138**–190.
Lesson plans, **69**–78, *78*–113, *93*–132, **107**–155, *144*–210, *165*–228, *173*–249.

Manners, training in, **217**–308.
Manual training, see *Industrial Arts*.
Marks: claim of unfairness, *35*–54; threat of "zero," *44*–55; unreliability, **231**–331; use as incentive, *122*–166.
Mathematics: wrong method, *110*–164, *150*–211. See also *Arithmetic* and *Algebra*.
Measurement: of ability, **126**–176, **183**–269; of results of teaching, **231**–331.
Memory: avoid examinations which are exclusive tests of, **73**–103; value of forgotten knowledge, *85*–114.
Men teachers, **231**–331.
Methods: conflict of opinion in regard to, **166**–229, *172*–249; drill, **105**–146; English literature, **106**–150; experiment the best test of, **166**–229; geography, **70**–86; group teaching, **124**–170; handwork, **102**–134; history, **72**–95; individual progress, **124**–170, **138**–190; principles, 162; project method, **107**–155; relation to purpose, **102**–134, *119*–165, *120*–165; socialized recitation, **103**–138; spelling, *108*–163; testing ability in composition, **73**–103; transforming the dull recitation, **104**–144.
Motivation: in arithmetic, **69**–78, **105**–146; in composition, **73**–103; in French, *70*–113; in geography, *120*–165; in high school, **104**–144; lack of, *11*–28, **16**–32, **102**–134, *142*–209; wrong motive, *115*–165.

National Education Association, 230–326.
Nature study, *94*–132.

Parents, relations with: angry parent, 215–299, *220*–316; conflict of ideals, *7*–27, 215–299, 216–303, *218*–315; coöperation, 16–32, 140–202, *164*–228, *224*–316; domineering parent, 214–296, 217–308; foreigners, 123–167, 216–303; meddlesome parent, 217–308; parental indifference to child's welfare, 216–303; parent who accepts child's version, *221*–316; parent who combats school influence, 153–215, 214–296; parent who condemns school methods, *83*–114, *87*–115, *116*–165, 217–308, *222*–316; parent who wants favors, *218*–315, *219*–316, *223*–316; principles, 314; unreasonable parent, *6*–27, 214–296; when teacher is in the wrong, 15–30, 215–299, *226*–316, *227*–217.
Parent-teacher association, see *Home and School Association*.
Penmanship, *11*–28, *222*–316.
Philosophy of education, 24, 356.
Prejudice: against foreigners, *68*–77; against negroes, *135*–184, *223*–316; against new duties, 180–*255*, 181–260; against new ideas, 153–215; against new methods, *9*–28, 62, *132*–183, *133*–183, 166–229, 168–244, 200–277; against new plans, 53–60, 126–176, *189*–274; against people, 55–70, 201–281, *206*–293, 167–237, *187*–273, *188*–273; against reduction of vacation, 140–202, *236*–349, *205*–293; against teachers of another department, 203–286, *211*–294; in favor of one's own interests, *80*–113.
Principal, see *Administrative officers*.
Principles: general, 25; child's attitude, self-direction, ideals, 73; child nature and habit formation, 53; economy of time, 208; health, 226; method, 162; professional growth, 347; relations with administrative officers, 272; relations with other teachers, 293; relations with parents, 314; relations with supervisors, 247; rules and punishments, 37; subject matter, 111, 131; variation in pupils' ability, 181.
Problems: how to solve, 358; learning to teach by studying problems, 352, teacher who has no problems, *235*–349, 351.
Professional growth: broadening field of interest, 228–318; challenge of the bigger job, 228–318; education as public service, 231–331; education as a science, 229–322, 231–331; financing professional education, 231–331; "jack of all trades," *241*–350; joy in teaching, 229–322; keep out of the ruts, 228–318; learning from others, *239*–349; narrow view of the subject specialist, 229–322; participation in professional associations, 230–326; principles, 347; professional influence, 230–326; recognition of problems, *235*–349; "rule of thumb" teacher, *223*–348, 353; salaries, 231–331; standing of profession, 231–331; teacher who is "stale," *232*–348; temporary teacher, *240*–350; time for professional study, 139–193, *234*–349, *236*–349; understanding problem of education, 229–322; use of vacations, *236*–349.
Profession of teaching: calls for mutual helpfulness, 201–281; depends on scientific method, 231–331; requires evening work, 200; should exert a national influence, 230–326; standing affected by teacher's conduct, 182–264. See also *Professional growth*.
Projects: fire prevention, 121; for fifth grade, 168–244; for first grade, 95; health club, 225; in geography, 90, 168–244; in handwork, 137; in self-control, 33–45, *47*–56, 52–57; study club, 104–144.
Project method: what it is, 107–155; essential idea *purpose*, 157; is it a method? 158; supervisor's part, 168–244; teacher's part, 159, 168–244.

Promotion: criticism of teacher's judgment, *193*–274; factor of maturity, **126**–176; of backward pupils, *5*–27, **183**–269; parents' complaints, *6*–27, *220*–316; rapid promotion, **124**–170, **126**–176, **138**–190; relation to individual differences, *130*–183; to high school, **125**–172.

Publicity: newspaper agitation, **180**–255, **215**–299; salary campaign, **230**–326; "selling" education to the public, **231**–331.

Punishment: avoid enforced idleness, 38, *25*–39, *26*–39; avoid forced apology, **52**–57, *59*–75; corporal punishment, 13, **215**–299; don't punish a whole class, **17**–34, *19*–38; expulsion, 13; keeping pupils after school, **18**–35; principles, 38; revenge, **1**–13; should be just, **15**–30, **18**–35, *20*–38, *30*–40; should fit offence, *21*–38; should fit purpose, **15**–30, **16**–32, *28*–39, *29*–40, **32**–42, 54–67; should not need frequent repetition, **18**–35.

Pupil's ability, see *Individual differences*.

Pupil's attitude: boy who hates school, **16**–32, *62*–76; during recitation, **104**–145; pupil who doesn't see the use of a requirement, *11*–28; pupil who is at war with the world, 13; toward cheating, **54**–67; toward injustice, **52**–57; toward other children, **55**–70, *64*–76, *68*–77; toward responsibility, **53**–60; toward telling on another, **34**–51, *41*–54.

Purpose: essential element in project method, **107**–155; guide to conduct, 66, 71, **125**–172, **153**–215, 236, **214**–296, **215**–299; of course of study, **137**–186; of education, 25, 357; of teaching grammar, 110; of teaching handwork, **102**–134; of teaching history, **71**–91; of teaching poetry, **106**–150.

Reading: problem of the foreign child, **123**–167; selection of material, *12*–28; standards in first grade, 103; teacher's reading, **4**–21, **33**–45, *149*–211, **139**–193, **229**–322, *234*–349; time wasted in oral reading, **138**–190.

Relations with other teachers: barrier between high school and elementary school, **203**–286; conference on personal problems, *10*–28, **154**–217, **179**–251, **229**–322, **230**–326, **231**–331; conference on school problems, **1**–13, **2**–16, **4**–21, *9*–28, **16**–32, **53**–60, **69**–78, **70**–86, **72**–95, **88**–116, **89**–122, *90*–131, **103**–138, **106**–150, **107**–155, **126**–176, *133*–183, *135*–184, **140**–202, **167**–237, **168**–244, **228**–318; coöperation, *5*–27, **200**–277, *213*–295; exclusive teacher, *209*–293; fault-finding, *212*–294; helping the beginner, **202**–284; homesick teacher, *208*–293; interest in each other's work, **200**–277, **202**–284; jealousy, **201**–281, *204*–293, **201**–294; opposing public sentiment, *205*–293; partisanship, *207*–293, *211*–294; prejudice, *206*–293; principles, 292.

Reports, **180**–255.

Resignation, **166**–229, **182**–264, **231**–331.

Responsibility, see *Teacher's responsibility*.

Retardation, *5*–27, **124**–170, **183**–269.

Rules: inflexible rules dangerous, **15**–30, *22*–39, *23*–39, principles relating to, 37.

Salaries: attitude of public, **231**–331; relation to demand and supply, **231**–331; jealousy in regard to, *210*–294; payment according to merit, 263; work of the N. E. A., **230**–326.

Self-control, see *Self-direction*.

Self-direction: development of, **3**–20, **32**–42, **33**–45, *39*–54, *46*–55, *47*–56, **53**–60, *58*–75, **104**–144, **107**–155, **138**–190, **200**–277; more effective than domination, **17**–34, **52**–57, *60*–75, *61*–75, *67*–76, **102**–134, *147*–210, **217**–308; principles, 73.

Self-reliance, see *Self-direction*.

Socialized recitation: genuine and counterfeit forms contrasted, **103**–138; relation to project method, **107**–155.

Spelling: fiction of the "good old days," **217**–308; minimum essentials, *86*–115; wrong method, *108*–163.
Standards: "high school standard," **125**–172; of discipline, *212*–294; of promotion, *130*–183; proper standard the pupil's best, **2**–16; variable standard, **72**–95.
Standard tests: use in improving work in arithmetic, **105**–146; use in measuring results of teaching, **231**–331.
Subject matter: algebra, *81*–113; appropriateness of material for various grades, **4**–21, **69**–78, 116, *90*–131, *92*–132, *96*–133, *99*–133, **229**–322; arithmetic, **69**–78, *74*–112, *77*–113; citizenship, *82*–114, *84*–114, *92*–132; current events, *93*–132; differentiation, **89**–122, *97*–133, *98*–133; drawing, *78*–113; first grade, **72**–95, *91*–131; French, *79*–113; geography, **70**–86, *83*–114, *90*–131, **103**–138, **137**–186; high school, *76*–132, *87*–115, *95*–132; history, **71**–91; kindergarten, *91*–131; Latin, *80*–113; literature, **73**–103; nature study, *94*–132; not an end in itself, 102; principles for selection of material, 119, **137**–186; principles relating to, 111, 131; reading, *12*–28; relation to project method, **107**–155; science, *97*–133, *99*–133, *100*–133, *101*–133; spelling, *86*–115; teacher's responsibility for selecting, **69**–78, **71**–91; value of forgotten knowledge, *85*–114; what should everybody know? *84*–114.
Superintendent, see *Administrative officers*.
Supervised study, 358, 359.
Supervision, value of, **166**–229, *178*–249.
Supervisors, relations with: attitude toward criticism, **73**–103, **102**–134, **166**–229, *170*–249, *172*–249; conflicting ideas, *114*–164, *132*–183, *133*–183, **152**–212, **166**–229, *172*–249; coöperation, **88**–116, **167**–237, **168**–244, *169*–248, *172*–249, *175*–249, *176*–249, *177*–249; frankness, **168**–244, *169*–248, *171*–249; in developing new work, **168**–244; is supervision necessary? **166**–229, *178*–249; jealousy of supervisor, **167**–237; justifying selection of subject matter, *12*–28, *76*–112, *77*–113, *97*–133, *100*–133, *101*–133; misunderstanding, **168**–244, *174*–249; principles, 247; self-consciousness, **166**–229; supervisor who bosses, *173*–249.

Tardiness: of teacher, **179**–251; rules and punishments, **15**–30, *22*–39.
Taxes: public attitude toward support of schools, **231**–331.
Teacher: should be scientific, 26, 352; should have confidence in himself, **231**–331; should not be diverted from his purpose, **214**–296; should not take a personal view, 26, *8*–27, *9*–28, *10*–28, **32**–42, **153**–215, **214**–296, **215**–299, **228**–318; should set a good example, **154**–217.
Teachers: relations with other. See *Relations with other teachers*.
Teacher's attitude: toward administrative officers, **179**–251; toward colleagues, **200**–277 to *213*–294; toward criticism, **102**–134, **152**–212, **179**–251; toward extra-curricular activities, *198*–275; toward handicapped pupils, *13*–28, *14*–29, **123**–167, **125**–172, *164*–228; toward his professional career, **231**–331; toward new plans, *9*–28, **53**–60, **126**–176, **180**–255, *180*–274, *190*–274; toward professional ideals, *10*–28; toward pupils' delinquencies, 1–13, **34**–51, *40*–56, *59*–75; toward supervisors, **166**–229, **167**–237, *174*–249; toward transfer, **181**–260; toward unreasonable parent, **153**–215, **214**–296, **215**–299.
Teachers' meetings, 13, **2**–16, **53**–60, 72–95, **88**–116, **107**–155, **126**–176, **140**–202, **200**–277, **201**–281.
Teachers' responsibility: for constructive criticism, *195*–274; for contributing to the influence of the profession, **230**–326; for helping to

settle a controversy, **167**–237; for developing self-control, 4–21; for getting a thorough professional equipment, *234*–349, *240*–350, *241*–350; for health of children, **152**–212, *157*–227; for his own health, *159*–227, *160*–227; for hygienic conditions of school, **228**–163; for keeping a contract, **182**–264; for keeping children in school, **216**–303; for participating in public affairs, **231**–331; for refraining from public criticism of colleagues, **180**–255; for reporting defects to person responsible, **180**–255; for selecting subject matter, *12*–28, **69**–78, *76*–113; for setting a good example, **154**–217; for sharing in school administration, *194*–274; for success of the whole school system, 8–27, **181**–260, **228**–318; for acquaintance with pupils' homes, *224*–316; for welfare of pupils, **183**–269.

Textbooks: deficiencies of, **69**–78, **71**–91; selection of, *77*–113; use in geography, **70**–86.

Time, see *Economy of time*.

Transfer: of teacher to another grade, *191*–274, **228**–318; to another school, *10*–28, *163*–228, **179**–251, **181**–260.

Truancy, 13.

Variation in ability of pupils, see *Individual differences*.

Visiting schools: to establish an *entente* between high school and elementary school teachers, **203**–286; to study a method, 4–21, **103**–138; teacher who gains nothing by visiting, *239*–349.

Withdrawals, see *Leaving school*.

Working papers, **216**–303.